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ABSTRACT

These proceedings contain eight presentations: "A Review of the Hotel/Motel Lodging Competencies To Update the Marketing Education Curriculum in Tennessee" (Carroll Coakley, Janice Cole); "Impact of the National Research Conference for Marketing Education on Marketing Education Theory and Practice" (Michael Littman); "The Status of Licensing Requirements for Secondary Marketing Education Teachers in the United States" (Rodney Davis); "The Perceived Preferences for Models To Integrate Academic/Vocational Instruction in Secondary Marketing Education Programs in Illinois" (Ralph Wray, Thomas Haynes); "An Innovative Role for University Faculty Associated with the Marketing Education Function" (Stephen Lucas, Benton Miles); "North Carolina Marketing Education Completers Follow-Up Study" (Frank Palmieri, Jean Roayaei); "A Comparison of Perceived Benefits--State vs Chapter DECA (Distributive Education Clubs of America) Officers" (Gary Searle); and "Academic Integration in Marketing Education--Status Indicators for Secondary Marketing Education Teachers" (Robert Fritz). (NLA)

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Marketing Education

National Research Conference Report 1991

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INTRODUCTION

The National Research Conference for Marketing Education is the outgrowth of many discussions by marketing teacher educators attending annual professional meetings. The marketing teacher-educators consistently expressed a need for a research conference that would provide a forum for presenting research findings to the educators and other audiences interested in marketing education. The marketing teacher-educators also expressed a concern for nurturing those new professionals entering the field of teacher education. While the initial organization and planning for this annual event is attributed to a few seasoned Marketing teacher educators from the South, the annual conference has become the highlight of the year for the professional development and rejuvenation of teacher-educators from states throughout the nation.

This conference has provided many teacher educators with opportunities to present research, publish, and learn new techniques and methods of research. Marketing teacher-educators are in agreement concerning the need for this type conference and the need to keep it as a single purpose meeting and an annual event. The 1992 research conference will be held in Florida in mid-April. The sponsoring universities will be Auburn University, University of West Florida, and University of North Carolina at Greensboro.

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Research Reports

A REVIEW OF THE HOTEL/MOTEL LODGING COMPETENCIES TO UPDATE THE MARKETING EDUCATION CURRICULUM IN TENNESSEE

Paper Presented at the
National Conference for
Research in Marketing Education

Fort Worth, Texas
April 5-7, 1991

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ABSTRACT

The Tennessee Department of Education authorized the development of a state Tourism and Lodging framework for Marketing Programs in 1986 as the basis for the state curriculum guide in Tourism and Lodging. The Tennessee curriculum framework was developed prior to the publication of the national curriculum framework developed in 1987 by IDECC, Inc. The curriculum identifies competencies in Hotel/Motel Lodging as part of the effort to create guidelines designed to insure national standards for all Marketing Education programs.

The purposes of the study were to verify appropriateness of the tourism and lodging competencies for secondary Marketing Education courses in Tennessee and to develop a foundation upon which to build the revised curriculum framework.

INTRODUCTION

Trends in Hospitality

Hospitality is a major industry in most regions of the United States. Changes in the lifestyle of retired persons, two income families, and increased leisure time have moved the tourist industry from a seasonal industry to a year-around industry. As a 300 billion dollar industry, it included job clusters in lodging, travel, tourism, entertainment, recreation, and specialty retailing (O'Connor, 1990). These clusters come under the umbrella of marketing related careers.

Lodging is one of the most visibly identifiable areas of the hospitality industry. Seventy seven Tennessee hotels and motels surveyed by Hogan (1987) reported a work force of 10,860 while national employment exceeded 1,000,000 workers. The lodging industry ranks sixth among the top ten industries of the future (Ross, 1987).

Curriculum Standards

A basic curriculum framework for Tourism and Lodging in Marketing Education was developed in 1987 by IDECC, Inc., Columbus, Ohio. The curriculum identifies competencies in Hotel/Motel Lodging as part of the effort to create guidelines designed to insure national standards for all Marketing Education programs. Although the validity of the IDECC curriculum framework is research based utilizing both experts in education and the tourist industry, it is necessary to periodically review the competencies included as the needs of

industry change over time. Regional review is also important because each area of the United States is unique. Competencies may need to be added or removed to accommodate the unique regional requirements.

PROBLEM

The Tennessee Department of Education authorized the development of a state Tourism and Lodging framework for Marketing Programs in 1986. This state framework became the basis for the development of the state curriculum guide in Tourism and Lodging. The Tennessee Tourism and Lodging curriculum framework was developed prior to the publication of the national curriculum framework. As the state curriculum is in cycle review, it is important that any revisions reflect both national standards and the needs of the Tennessee tourism industry.

PURPOSE

The purposes of the study were to verify appropriateness of the tourism and lodging competencies for secondary marketing education courses in Tennessee and to develop a foundation upon which to build the revised curriculum framework.

IMPORTANCE OF THE STUDY

Marketing Education curriculum writers can use this data as a resource to update the curriculum framework. The updated framework can then be used to revise the Tourism and Lodging Curriculum Guide. This will insure that Tourism and Lodging

students will gain knowledge and skills that are both timely and relevant for the Tennessee tourism and lodging industry.

LIMITATIONS

There are several limitations that pertain to this study. The panel used to review the national curriculum framework was not randomly chosen therefore implications cannot be made beyond the scope of Marketing Education Tourism and Lodging programs in Tennessee. The members were selected on the basis of their expertise in the field of lodging and tourism. The panel was small in number with only seven members.

ASSUMPTIONS

For the purposes of the study, the following assumptions were made:

1. High school Marketing Education Tourism and Lodging programs include competencies for both the Career Sustaining and Marketing Specialist levels.
2. The competencies for the Marketing Supervisor level are generally included at the post secondary level.

PROCEDURES

In order to verify the Tourism and Lodging curriculum, an advisory committee was asked to review the competencies. The committee was composed of seven members, a number which fell within the guidelines for organizing an advisory committee (Shinn, 1983). The primary criterion for committee member selection was expertise in the travel and lodging industry. The Knoxville Hotel Motel Association provided a

set of names of persons who might serve on the panel. The committee selected represented lodging, tourism, and development. Three members were selected from different classifications within the lodging industry. Three members were selected with expertise in planning for all phases of the tourist industry. The seventh member represented the tourist attraction area of the industry. Figure 1 below depicts the range of expertise.

LODGING	TOURISM	PLANNING
SMALL INDEPENDENT INN	MAJOR THEME PARK	CHAMBER OF COMMERCE
NATIONAL FRANCHISE INN		REGIONAL DEVELOPMENT DISTRICT
LUXURY HOTEL		STATE TOURISM DEPARTMENT
		INDEPENDENT CONSULTINGFIRM

FIGURE 1. AREAS OF EXPERTISE REPRESENTED BY ADVISORY COMMITTEE MEMBERS

Four instruments were used to gather data. The first was an open ended questionnaire concerning trends in the tourist and lodging industry. Instruments two, three, and four were competency lists for the three levels of tourism and lodging courses. The fourth instrument was a master list of all competencies covered in Marketing Education. Each competency

was ranked on a Likert scale ranging from one to four. A rating of one was most important, a rating of four was least important, not applicable was given a rating of 5 for computational purposes. Mean scores were calculated for each competency and rounded to the nearest whole number.

Prospective committee members were contacted by phone and asked to serve on the committee. The seven members agreed to participate. A confirmation letter was sent to each person. The members of the committee met for a one day session to complete the instruments. An introductory session was held to explain the purposes of high school marketing education and the tourism and lodging program options. The group first completed the open ended questionnaire on future trends. The competency lists for each career level were completed moving from Career Sustaining to Marketing Specialist to Marketing Supervisor. Each level was evaluated with respect to secondary Marketing Education. Finally the master competency list was evaluated from two points of view. The primary directive was to evaluate the competencies for students in general marketing education courses. The second directive was to identify competencies on the master list that should be included in the Tourism and Lodging courses.

ANALYSIS AND FINDINGS

The analysis and findings of the study are presented for selected competency areas. These include Economic

Foundations, Human Resource Foundations, Marketing and Business Fundamentals, Promotion, and Selling. The three levels of Marketing Education: Career Sustaining, Marketing Specialist, and Marketing Supervisor will be addressed under each major competency area. The volume of data collected prohibits complete analysis of all areas. A complete list of competencies and mean scores for each level is found in the appendix.

Economic Foundations

Thirteen competencies were rated for the Career Sustaining Level. Two competencies, EC:004 "Explain the concept of utility" and EC:007 "Explain the types of systems" had mean scores of three. Five additional competencies were rated for both Marketing Specialist and Marketing Supervisor. Only two of these, EC:015 "Explain the concept of organized labor and business" and EC:017 "Explain the concept of gross national product" had mean scores of three.

Human Resource Foundations

The area of Human Resoruce Foundations included mathematics, communications, personality traits, self-development, interpersonal skills, professional development and management. A total of forty nine competencies were listed for the Career Sustaining level. Each of the competencies pertaining to personality traits had a mean score of one. Eight out of the forty nine competencies had a mean score of two, the others had a mean score of one.

Twelve additional competencies were included at the Marketing Specialist level. Five of the mean scores were one and seven of the mean scores were two.

The Marketing Supervisor level included twenty three competencies not previously listed. All of these had a mean score of one. Eighteen of the twenty three competencies were in the area of Management.

Marketing and Business Fundamentals

Four broad areas were included under Marketing and Business Fundamentals. These were Business Concepts, Marketing Concepts, Management Concepts, and Operational Concepts.

Only three competencies at the Career Sustaining level had a mean score of one. Fifteen competencies had a mean score of two. Five of the competencies had a mean score of three. These included MB:004 "Explain the concept of production", MB:007 "Explain the types of ownership", MB:013 "Explain the nature of channels of distribution", OP:131 "Explain the nature and scope of operations", and OP:614 "Explain functions of store maintenance".

Six additional competencies were included at the Marketing Specialist level. Only one had a mean score of one while five had a mean score of two. Six competencies scored a mean of three. Competencies MB:004, MB:013, and OP:614 were also identified at the Career Sustaining level while MB:008 "Explain the relationship of business and society", OP:077

"Complete housekeeping responsibilities", and OP:150 "Handle luggage" were included at the specialist level.

Nine more competencies were identified for the Marketing Supervisor. Two of the none had a mean score of one, four had a mean of two, and three had a mean of three. These three were OP:728 "Plan maintenance program", OP:101 "Maintain room maintenance records", and OP:154 "Coordinate the preparation of guest rooms". Competencies MB:013, OP:614, and OP:150 were previously cited.

Promotion

At the Career Sustaining level, only two competencies were listed. Both had a mean score of two. Eighteen additional competencies were listed for the Marketing Specialist level. Four had a mean score of one and fourteen had a mean score of two. An additional three competencies were included at the Marketing Supervisor level. One had a mean score of one and the other two had a mean score of two.

Selling

Twelve competencies were identified in the Career Sustaining level of Selling. Three of these had a mean score of one and nine competencies had a mean score of two. Fifteen additional competencies were identified at the Marketing Specialist level. Of these additional competencies twelve had a mean score of one and three had a mean score of two. Two other competencies were listed at the Marketing Supervisor

level. One had a mean score of one and the other had a mean score of two.

Other Findings

Two additional findings were identified during the advisory committee meenting. The first was the need to include a competency for detailed knowledge of tourist information pertaining to the geographic area. The second was the need to include basic Food Service competencies in the Hotel/Motel Lodging curriculum.

CONCLUSIONS

The majority of the competencies identified by the national task force in the area of Tourism and Lodging both current and relevent to the Tennessee industry. Those competencies that had a mean score of one and two at the Marketing Supervisor level are relevant to the secondary marketing curriculum. Additional competencies addressing both tourist information and basic food service are important to the secondary marketing curriculum in Tourism and Lodging.

RECOMMENDATIONS

The first recommendation based on the findings is to use the MarkED competency listing as a foundation upon which to revise the Tennessee curriculum framework. Those competencies with a mean score of one or two should receive the greatest emphasis. Those competencies with a mean score of three or four may be included at the discresion of the curriculum writers with less time devoted to those tasks.

The second recommendation based on the findings is to develop a set of competencies for knowledge of and skill in providing tourist information.

The third recommendation based on the findings is to include the most basic competencies for food service as an addendum to the curriculum.

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HOTEL/MOTEL/LODGING: Marketing Supervisor
CERTIFICATE OF COMPETENCE

Student Competency Record for:

APPENDIX

MEAN

conomic Foundations: Basic Concepts			
____	EC:002	Explain the concept of economic goods and services (LAPs: EM 2/EC 10)	1
____	EC:003	Explain the concept of economic resources (EM LAP 4)	2
____	EC:001	Exp' the concept of economics and economic activities (LAPs: EM 1/EC 6)	1
____	EC:004	Explain the concept of utility (EM LAP 3)	2
____	EC:005	Explain the concept of supply and demand (LAPs: EM 10/EC 11)	1
____	EC:006	Explain the concept of price (EM LAP 9)	1
:onomic Foundations: Economic Systems			
____	EC:007	Explain the types of systems	2
____	EC:008	Explain the relationship of government and business (EM LAP 16)	1
____	EC:009	Exp' concept of private enterprise/business ownership (EM LAP 15) . . .	1
____	EC:010	Explain the concept of profit (LAPs: EM 7/EC 2)	1
____	EC:011	Explain the concept of risk (LAPs: EM 8/EC 3)	2
____	EC:012	Explain the concept of competition (LAPs: EM 11/EC 8)	1
:onomic Foundations: Cost-Profit Relationships			
____	EC:013	Explain the concept of productivity	1
____	EC:014	Exp' the concept of division/specialization of labor (LAPs: EM 21/EC 7)	1
____	EC:015	Exp' the concept of organized labor and business (LAPs: EM 22, 23/EC 5)	2
:onomic Foundations: Economic Indicators/Trends			
____	EC:017	Explain the concept of gross national product (LAPs: EM 19/EC 1) . . .	2
____	EC:018	Explain the concept of business cycles (LAPs: EM 20/EC 9)	1
:onomic Foundations: International Concepts			
____	EC:016	Explain the nature of international trade (LAPs: EM 24/EC 4)	2
uman Resource Foundations: Mathematics			
____	MA:097	Solve addition problems (MA LAP 41)	1
____	MA:098	Solve subtraction problems (MA LAP 41)	1
____	MA:099	Solve multiplication problems (MA LAP 42)	1
____	MA:100	Solve division problems (MA LAP 42)	1
____	MA:101	Solve mathematical problems involving fractions (MA LAP 43)	1
____	MA:377	Solve mathematical problems involving percentages (MA LAP 43)	1
____	MA:113	Read charts and graphs	1
____	MA:103	Solve first-degree algebraic equations (MA LAP 44)	1

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HOTEL/MOTEL/LODGING: Marketing Supervisor

			MEAN		
Human Resource Foundations: Mathematics (cont'd)					
____	MA:386	Make change	1		
____	MA:095	Operate register/P.O.S. terminal	2		
____	MA:388	Prepare cash drawers/banks (MA LAP 47)	1		
____	MA:047	Maintain appropriate cash level	1		
____	MA:354	Correct register/terminal errors	1		
____	MA:361	Close out register/terminal	1		
____	MA:118	Verify/Record cash	1		
____	MA:089	Calculate tax, discounts, and miscellaneous charges for purchases	1		
____	MA:119	Maintain guest records	1		
____	MA:092	Complete charge sale transactions (MA LAP 49)	1		
____	MA:091	Accept customer/client checks	1		
____	MA:349	Calculate net sales	1		
____	MA:352	Interpret profit and loss statements	1		
Human Resource Foundations: Communications Skills					
____	CO:015	Explain the nature of effective communications	1		
____	CO:004	Use proper grammar and vocabulary	1		
____	CO:147	Explain the nature of effective verbal communications	1		
____	CO:005	Address people properly	1		
____	CO:114	Use telephone in businesslike manner	1		
____	CO:016	Explain the nature of written communications	1		
____	CO:133	Write business letters	1		
____	CO:094	Prepare simple written reports	1		
____	CO:009	Prepare complex written reports	1		
____	CO:119	Listen to and follow directions	1		
____	CO:014	Explain the nature of staff communications	1		
____	CO:011	Explain the use of inter-departmental/company communications	1		
____	CO:013	Explain the use of employee publications	1		
____	CO:139	Give directions for completing job tasks	1		
____	CO:140	Conduct staff meetings	1		
Human Resource Foundations: Personality Traits					
____	HR:286	Develop personality traits important to business (HR LAP 10)	1		
____	HR:263	Maintain appropriate personal appearance (HR LAP 13)	1		
____	HR:274	Maintain positive attitude (HR LAP 11)	1		
____	HR:303	Demonstrate interest and enthusiasm (HR LAP 20)	1		
____	HR:022	Demonstrate responsible behavior (HR LAP 5)	1		
____	HR:312	Demonstrate honesty and integrity (HR LAP 19)	1		
____	HR:267	Demonstrate orderly and systematic behavior (HR LAP 4)	1		
____	HR:317	Demonstrate initiative (HR LAP 14)	1		
____	HR:294	Demonstrate self-control (HR LAP 18)	1		
____	HR:296	Demonstrate appropriate creativity (HR LAP 15)	1		

HOTEL/MOTEL/LODGING: Marketing Supervisor

MEAN

Human Resource Foundations: Self-Development			
____	HR:302	Explain the concept of self-understanding (HR LAP 2)	2
____	HR:023	Explain the concept of self-esteem (HR LAP 12)	1
____	HR:295	Use feedback for personal growth (HR LAP 3)	1
____	HR:301	Adjust to change (HR LAP 8)	1
____	HR:014	Set personal goals (HR LAPs 6, 7)	1
____	HR:044	Use time management principles	1
Human Resource Foundations: Interpersonal Skills			
____	HR:269	Foster positive working relationships (HR LAPs 1, 9)	1
____	HR:035	Explain the nature of positive customer/client relations	1
____	HR:039	Explain the concept of gratuities	2
____	HR:004	Handle customer inquiries	1
____	HR:031	Direct customer/client to other locations	2
____	HR:038	Explain management's role in customer relations	1
____	HR:028	Show empathy for others (HR LAP 17)	1
____	HR:021	Use appropriate assertiveness (HR LAP 16)	1
____	HR:045	Handle difficult customers (HR LAP 21)	1
____	HR:030	Interpret business policies to customers/clients	1
____	HR:046	Handle customer/client complaints (SE LAP 106)	1
Human Resource Foundations: Professional Development			
____	CD:001	Explain the use of trade journals/periodicals	1
____	CD:002	Explain the role of professional/trade organizations (CD LAP 1)	1
____	CD:004	Explain the nature of trade shows	1
Human Resource Foundations: Management			
____	MN:723	Plan and organize work	1
____	MN:044	Schedule employees	1
____	MN:026	Explain ways to develop a positive working environment (MN LAP 49)	1
____	MN:025	Explain ways to build employee morale (MN LAP 40)	1
____	MN:029	Explain the concept of staff motivation (MN LAP 47)	1
____	MN:031	Explain the relationship of communications with employee motivation	1
____	MN:041	Exp' the concept of employee participation in policymaking (MN LAP 48)	1
____	MN:030	Explain the role of leadership in business (MN LAP 41)	1
____	MN:034	Handle employee complaints and grievances (MN LAP 45)	1
____	MN:022	Use evaluation data for staffing decisions	1
____	MN:017	Explain techniques for recruiting new employees	1
____	MN:018	Select new employees	1
____	MN:078	Orient new employees	1
____	MN:691	Orient new employees--management's role (MN LAP 44)	1
____	MN:019	Exp' the nature of employee training/human resource dev't (MN LAP 42)	1

Continued next page

Human Resource Foundations: Management (cont'd)			
____	MN:024	Explain the nature of management/supervisory training	1
____	MN:020	Conduct training class/program	1
____	MN:021	Evaluate employees	1
____	MN:047	Explain the nature of remedial action	1
Marketing and Business Fundamentals: Business Concepts			
____	MB:001	Explain the functions of business	2
____	MB:003	Explain marketing and its importance (LAPs: EM 5/MB 1)	1
____	MB:002	Explain the concept of management	1
____	MB:004	Explain the concept of production	2
____	MB:005	Explain the concept of accounting/finance	2
____	MB:006	Explain the concept of administration	2
____	MB:008	Explain the relationship of business and society (LAPs: EM 17/MB 6) .	2
____	MB:007	Explain the types of ownership	2
Marketing and Business Fundamentals: Marketing Concepts			
____	MB:009	Explain marketing functions and related activities (LAPs: EM 6/MB 2)	1
____	MB:011	Explain the concept of marketing strategies (LAPs: EM 13/MB 4) . . .	1
____	MB:012	Exp' the concept of market and market identification (LAPs: EM 12/MB 5	1
____	MB:013	Explain the nature of channels of distribution (LAPs: EM 18/MB 3) . .	3
Marketing and Business Fundamentals: Management Concepts			
____	MN:081	Explain the nature of overhead/operating costs	1
____	MN:016	Explain employee role in expense control	1
____	MN:083	Explain the nature of operating budgets	1
____	MN:061	Develop sales-support budget	1
____	MN:074	Develop company objectives (for mgt. unit)	2
Marketing and Business Fundamentals: Operational Concepts			
____	OP:131	Explain the nature and scope of operations	2
____	OP:696	Handle company equipment properly	1
____	OP:133	Operate calculator	1
____	OP:130	Explain the use of general office equipment	1
____	OP:167	Explain the use of specialized equipment - HML	2
____	OP:126	Explain the utilization of computers in marketing	1
____	OP:614	Explain functions of store maintenance	3
____	OP:077	Complete housekeeping responsibilities	2
____	OP:107	Manage supplies	2
____	OP:728	Plan maintenance program	3

Continued next page

Marketing and Business Fundamentals: Operational Concepts (cont'd)			
____	OP:150	Handle luggage	3
____	OP:151	Explain procedures for handling overflow business	1
____	OP:152	Process advance reservations	1
____	OP:160	Process check-in/check-out of guests	2
____	OP:153	Utilize efficient housekeeping methods (hotel)	2
____	OP:101	Maintain room maintenance records	3
____	OP:154	Coordinate the preparation of guest rooms	3
____	OP:169	Plan variety of guest activities (e.g., recreational)	2
Distribution: Nature and Scope			
____	DS:001	Explain the nature and scope of distribution	3
Distribution: Warehousing/Stock Handling			
____	DS:004	Explain the receiving process	3
Distribution: Inventory Control			
____	DS:023	Maintain stock levels	3
____	DS:025	Complete stock counts	3
____	DS:024	Organize stock counts	3
____	DS:019	Explain the nature of inventory control systems	2
____	DS:022	Explain types of unit inventory control systems	3
____	DS:026	Calculate inventory shrinkage	3
____	DS:027	Maintain unit inventory control systems	3
Financing: Credit			
____	FI:001	Explain the nature and scope of finance	2
____	FI:002	Explain the purposes and importance of credit	2
____	FI:003	Facilitate credit applications	2
____	FI:004	Facilitate business credit applications	2
____	FI:023	Explain the purpose and importance of obtaining credit (business)	2
Marketing-Information Management			
____	IM:001	Explain the nature and scope of marketing-information management	1
____	IM:002	Explain the nature of demand analysis	1
____	IM:003	Explain the nature of sales forecasting	1
____	IM:004	Interpret trends in sales volume	1
____	IM:005	Interpret market demand	1
____	IM:007	Determine sales potential	1
____	IM:008	Interpret factors affecting market share	2
____	IM:009	Forecast sales	1

Pricing			
____	PI:001	Explain the nature and scope of pricing	2
____	PI:002	Explain factors affecting selling price	1
____	PI:005	Explain the psychological effects of pricing (PI LAP 1)	1
____	PI:006	Calculate break-even points	2
____	PI:004	Explain the nature of company pricing policies	1
____	PI:003	Explain legal considerations of pricing	2
____	PI:007	Establish selling price (mgt.)	1
Product/Service Planning			
____	PP:001	Explain the nature and scope of product/service planning	2
____	PP:002	Explain critical aspects of business image	1
____	PP:019	Explain applicable grades and standards	2
____	PP:020	Explain warranties and guarantees	2
____	PP:017	Explain consumer protection provisions of appropriate agencies	2
____	PP:003	Explain the concept of product mix	2
____	PP:006	Plan product mix	2
romotion: Nature and Scope			
____	PR:001	Explain the role of promotion	1
____	PR:002	Explain the types of promotion	1
____	PR:003	Explain the concept of promotional mix (LAPs: EM 14/PR 1)	1
____	PR:004	Explain the use of brands and trademarks	2
Promotion: Advertising			
____	PR:007	Explain the types of media	1
____	PR:009	Calculate media costs	1
____	PR:010	Select promotional media	1
____	PR:013	Evaluate media/advertising effectiveness	1
____	PR:014	Explain parts of a print advertisement	1
____	PR:016	Prepare (print) advertising copy	1
____	PR:021	Check advertising proofs	1
Promotion: Visual Merchandising/Display			
____	PR:039	Explain the use of tourism literature (DI LAP 36)	1
Promotion: Sales Promotion			
____	PR:055	Promote through publicity/public relations	1
____	PR:056	Explain the nature of company participation in community activities	1
____	PR:057	Write (publicity) news release	2

HOTEL/MOTEL/LODGING: Marketing Supervisor

Promotion: Management			
____	PR:073	Explain the nature of a promotional program	1
____	PR:074	Select merchandise for promotion	2
____	PR:075	Use past advertisements for promotional planning	1
____	PR:076	Coordinate promotional activities	1
____	PR:078	Coordinate promotional and selling activities	1
____	PR:070	Prepare advertising budget	2
____	PR:071	Seek cooperative advertising/promotional materials	2
Purchasing			
____	PU:001	Explain the nature and scope of purchasing	2
____	PU:002	Explain company buying/purchasing policies	3
____	PU:003	Explain the nature of buying process	3
____	PU:012	Analyze/Select appropriate products	2
____	PU:013	Calculate merchandising-related discounts	2
____	PU:014	Determine final cost of product to company	3
____	PU:015	Order merchandise	3
____	PU:016	Schedule regular product deliveries	3
Risk Management			
____	RM:001	Explain the types of risk	2
____	RM:002	Explain the nature of risk management (RM LAP 1)	2
____	RM:003	Explain routine security precautions	1
____	RM:004	Explain hotel security considerations	1
____	RM:008	Use fire and safety equipment	1
____	RM:010	Use safety precautions	1
____	RM:012	Explain procedures for handling accidents	1
Selling: Nature and Scope			
____	SE:017	Explain the purpose and importance of selling	1
____	SE:932	Explain company selling policies	1
Selling: Understanding Customers/Clients			
____	SE:810	Address needs of individual personalities (SE LAP 112)	1
____	SE:883	Use buying motives as basis of sales presentation (SE LAPs 102, 109)	1
____	SE:811	Facilitate customer buying decisions (SE LAP 108)	1
____	SE:828	Explain key factors in building a clientele (SE LAP 115)	1
____	SE:047	Explain the use of guest-history records	1
Selling: Process and Techniques			
____	SE:048	Explain the selling process (SE LAP 126)	2
____	SE:869	Open the sales presentation (SE LAP 101)	1
____	SE:024	Question/Probe for information (SE LAP 114)	2
____	SE:042	Question/Probe for information (advanced)	1

HOTEL/MOTEL/LODGING: Marketing Supervisor

Selling:	Process and Techniques (cont'd)		
____	SE:871	Suggest product substitutions (SE LAP 111)	2
____	SE:893	Demonstrate product (SE LAP 103)	2
____	SE:873	Use feature/benefit selling (SE LAP 113)	1
____	SE:874	Handle customer/client objections (SE LAP 100)	1
____	SE:895	Close the sale (SE LAP 107)	1
____	SE:875	Use suggestion selling (SE LAP 110)	1
____	SE:046	Sell product/service	1
____	SE:057	Explain follow-up techniques	1
____	SE:001	Maintain/Use customer/prospect list	1
Selling:	Product Knowledge		
____	SE:011	Obtain product information from sources on/with the item (SE LAP 104)	2
____	SE:012	Use company promotional material for selling information	1
____	SE:052	Exp' services and terms being advertised by competitors	1
____	SE:010	Obtain product information from appropriate individuals	2
____	SE:045	Obtain product information from appropriate individuals (mgt)	1
Selling:	Support Activities		
____	SE:835	Process telephone orders	1
____	SE:058	Coordinate selling effort with other departments - HML	1
Selling:	Management of Selling Activities		
____	SE:864	Explain sales quotas	1
____	SE:056	Maintain sales journal	1
____	SE:055	Explain the nature of sales training	1

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Impact of the National Research Conference for Marketing Education on Marketing Education Theory and Practice

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Impact of the National Research Conference
for Marketing Education on
Marketing Education Theory and Practice

ABSTRACT

The purpose of this study was to provide a compilation of research selected from the proceedings of the 1984-1990 National Research Conference For Marketing Education. It sought to review the balance, direction, and depth of research presented at the Conference.

A content analysis of the National Research Conference Reports from 1984 to 1990 was utilized for this study. A total number of 64 research and developmental studies included in seven Conference Reports were reviewed, analyzed, and categorized. Six articles were considered philosophical, informational, or discussion in nature and were excluded from further analysis. In total, 58 research studies were reviewed.

1. It appeared that the National Research Conference on Marketing Education met its objective to provide teacher educators with opportunities to present research, publish, and learn new research methods and techniques.
2. It appeared that the Conference had a positive impact on marketing education theory and practice.
3. There appeared to be a balance in the research topics and in the samples studied.
4. Research direction seemed to be related to important concerns and critical issues in marketing education.

Impact of the National Research Conference for Marketing Education on Marketing Education Theory and Practice

INTRODUCTION

Research has played an increasingly important and critical role in educational decision making. This role has led to an increased research effort and output in all areas of education and especially in marketing education. Studies of practical problems as well as theoretical questions are critical to the growth and vitality of marketing education.

In the Fall 1985 Marketing Educators' Journal, Stone called for the establishment of a research agenda that had balance, direction, and depth, perhaps, under the auspices of a teacher educator special interest group. This was timely since university researchers and faculty have increased their research efforts and emphasis on critical topics that impacted marketing education and affected theory and practice. This increased research productivity has strengthened both theory and practices in marketing education and has led to the development of new outlets for dissemination.

Stone continued that nothing illustrated good research more than a good theory. Rightly or wrongly, any professional field or discipline was often judged by the nature of the research base which supported the practices of that field or discipline.

Using a similar viewpoint, Ary, Jacobs, and Razeviah (1990) believed that education had suffered from an absence of a theoretical orientation. Thus, educators must focus their attention on theory development in order to obtain a greater perspective on educational problems as well as to guide empirical efforts.

PURPOSE OF THIS STUDY

This study continued in the manner of the Marketing and Distributive Education: Review and Synthesis of the Research 1969-1978 (Berns, Burrow, Wallace, 1980) which sought "to bring about the better coordination, efficiency, and effectiveness of marketing and distributive education research." It extended the "Research in Marketing Education: Is the Past Prologue?" by Stone, (1985) which analyzed 22 marketing education research studies between 1980 and 1984. This study also clarified the analysis of 58 studies by Littman, (1990) in "National Research Conference for Marketing Education: a 1984-1990 Research Compilation."

The purpose of this study was to provide a compilation of research selected from the proceedings of the 1984-1990 National Research Conference For Marketing Education. It sought to review the balance, direction, and depth of research presented at the Conference.

According to the Introduction of the 1990 National Research Conference Report:

> ....the annual conference has become the highlight of the year for professional development and rejuvenation of teacher educators from states throughout the nation. This conference has provided many teacher educators with opportunities to present research, publish, and learn new techniques and methods of research.

The role of a teacher educator is to positively impact marketing education scholarship, teacher training, curriculum, and instruction at the collegiate, post-secondary, and secondary levels. Pressure on schools to strive for excellence and to improve their practices as well as pressure on teacher educators to promote their own scholarship have led to an increase in the

quality and quantity of research. As marketing education research increased, additional avenues were necessary to disseminate the increased amounts of research-based information that provided the opportunity for programs to enhance their decision-making. This has solidified the Research Conference as an important professional activity.

The specific objectives of this study included the following:

1. To classify papers in the National Research Conference Reports (1984-1990) by methodology, topic, sample, scope, and theoretical framework.

2. To determine changes in research focus between 1984 and 1990 by methodology, topic, sample, scope, and theoretical frameork

3. To determine changes in marketing education research topics reported in the Review and Synthesis of the Research 1969-1978 with those reported in 1980-1984 and those reported for the National Research Conference (NRCME) 1984-1990.

METHODOLOGY

A content analysis of the National Research Conference Reports from 1984 to 1990 was utilized for this study. A total number of 64 research and developmental studies included in seven Conference Reports were reviewed, analyzed, and categorized. Six articles were considered philosophical, informational, or discussion in nature and were excluded from further analysis. In total, 58 research studies were reviewed.

Classification categories were researcher-developed and based on an analysis of seven Conference Reports and previous research compilations. The categories also followed Stone's (1985) Summary of Marketing Education Research 1980-1984 which utilized the seven following headings; category, topic/focus, data collection method,

sample, what was measured, principal analysis method, and theoretical framework referenced. Topic areas selected matched the ten areas utilized for the Marketing and Distributive Education: Review and Synthesis of the Research 1969-1978 and continued by Littman (1990).

These ten topic areas included administration/supervision, curriculum, evaluation, guidance/counseling, human resource needs, instruction, learner characteristics, philosophy/ objectives, program design models, and teacher education.

Each of the studies was reviewed, analyzed, and categorized by the researcher.

RESEARCH FINDINGS

Methodology

Descriptive research comprised 76 percent (n = 44) of all studies reported. This type of research was useful in describing present status in marketing education and provided an accurate description of related characteristics under study. These descriptive studies expanded the current marketing education knowledge base and guided future research direction and focus.

The Nominal Group Technique was used in 9% (n = 5) of analyzed studies. The technique sought to develop and prioritize issues of concerns for the selected sample. Although the typical study was descriptive, as Table 1 indicated, the inaugural conference had the largest percent of presentations, 38%, that used other methodology.

Insert TABLE 1 about here

Topic Areas 1984-1990

As highlighted in Table 2, six topics predominated the Conference Reports. Curriculum was the focus of 24% (n = 14); Teacher education was the focus of 21% (n = 12) of the studies; human resource needs of 14% (n = 8); followed by instruction, 12% (n = 7); while evaluation and learner characteristics each had 10% (n = 6). In total, 91 percent of the studies were from the six major topic areas.

These six important concerns fall under the scope of a teacher educator's scholarship goal to complete research projects, share research ideas, disseminate research findings, and improve their own research knowledge and skills. Over time, it appeared that there have been no major changes in topic area emphasis, although in 1990 there was the largest number of teacher education papers ever reported. This may be attributed to increased internal and external pressure on teacher education programs.

Insert TABLE 2 about here

Scope

The scope of 45% (n = 26) of the studies reported in Table 3 was state issues and concerns. Local concerns were reported in 26% (n = 15) studies while national concerns were reported in 20% (n = 13) of the studies. Although the inaugural conference research addressed more local concerns and issues, state issues have become more of the focus of research reports. More than half of the studies reported between 1985 and 1990 were focused on state level

issues and concerns. Over time, there has been a minimal increase in the number of studies focusing on national issues.

Insert TABLE 3 about here

Sample

According to Table 4, traditionally important constituents of marketing education were studied most frequently. Secondary marketing education instructors were studied by 36% (n = 22) while business people were studied by 18% (n = 11). Marketing education teacher educators have long been committed to improving marketing education through meeting the needs of marketing education instructors and business people. This role has provided marketing educators with an unique research opportunity.

Other groups reported in at least five studies were secondary marketing education students, local/state supervisors, and other secondary students. Between 1984 and 1990 there have not been any major changes in the categories of samples studied.

Insert TABLE 4 about here

Theoretical Framework

Although Stone (1985) concluded that between 1980 and 1984 little of the reported research was derived from theory, expanded theory, or was even remotely connected to theory, it appeared that research between 1984-1990 focused more on and utilized a theoretical base. Between 1980 and 1984, nine percent (2 of 22) of studies reported utilized a theoretical framework. Table 6 reported that between 1984 and 1990, 41% (24 of 58) reported utilized a theoretical framework. This shows a marked increase in theory-driven research. These classifications were exploratory. Additional review is necessary to gain consensus of appropriate usage of a theoretical base. For this study, research was classified as having a theoretical base referenced if a model or theory was cited or if the research review led to a researcher-developed framework.

Insert TABLE 5 about here

Past Marketing Education Research

Topic Areas 1969-1978

Table 6 indicated that the largest number of studies in the 1980 Review and Synthesis were allocated to the topics of instruction, teacher education, evaluation, and curriculum. Eighty-one percent of the studies reported between 1969-1978 were from these four research areas.

Insert TABLE 6 about here

Topic Areas 1980-1984

According to Table 7 the largest number of studies reviewed between 1980 and 1984 were also allocated to the topics of instruction, teacher education, evaluation, and curriculum. Seventy-one percent of the studies reported between 1980-1984 were from these four research areas.

Insert TABLE 7 about here

Topic Areas Comparison

Table 8 summarized the frequency of each topic area. Topic areas of an increasing frequency between 1969-1978 and 1984-1990 were curriculum, human resource needs, and learner characteristics There was a small increase in frequency of philosophy/objective studies.

There was a marked decrease in the areas of instuction and evaluation. There were slight decreases in the research frequencies of teacher education, administrative/supervision, program design models, and guidance/counseling studies.

Insert TABLE 8 about here

CONCLUSIONS

OBJECTIVE 1. To classify papers in the National Research Conference Reports (1984-1990) by methodology, topic, sample, scope, and theoretical framework.

The typical marketing education research was completed by a single author who gathered descriptive research at the state and local level. The populations most often studied were secondary marketing educators and business people. The topic areas of research were most often curriculum, teacher education, and human resource needs. A theoretical framework guided 41% of the research studies.

This information supported the professional responsibilities of the typical teacher educator to provide resources to meet the needs of local and state secondary marketing educators to more effectively manage their programs and resources. Business people were often studied so teacher educators could provide preservice and in-service marketing educators with current business skills and practices. Secondary marketing education instructors thus provided business people with well prepared, properly trained, students up-to-date on current marketing theory and practice.

OBJECTIVE 2. To determine changes in research focus between 1984-1990 by methodology, topic, sample, scope, and theoretical framework.

Over the seven years, there appeared to be no major change in research classifications. Although the inaugural conference had more studies focusing on local issues, state issues and concerns have become more often studied. Over time, descriptive research has increased at the expense of other types of research designs. The principal populations studied, secondary marketing educators

and business people, and principal topic areas studied, curriculum, instruction, human resource needs, and teacher education appeared to have no major changes. There appeared to be continued teacher education interest and research involvement with these areas of major concern.

OBJECTIVE 3. To determine changes in marketing education research focus reported in the Review and Synthesis of the Research 1969-1978 with those reported in 1980-1984 and those reported for the National Research Conference 1984-1990.

The largest four areas of research; instruction, teacher education, evaluation, and curriculum accounted for 81% of all research reported between 1969-1978, 100% of studies reported between 1980-1984, and 91% of all National Research Conference research between 1984-1990. Although instruction, evaluation, and teacher education were highly important topic areas during each time period, research studies in the area of curriculum and human resource needs have increased between 1984-1990. These gains may be attributed to research using the National Core Curriculum competencies and an expanded teacher educator focus on the areas of human resource training and development. There appeared to have been less research that emphasized instruction and evaluation. This could be attributed to the period of the mid 80's as a critical time in gaining consensus and developing a marketing education curriculum.

This comparison has limitations since the 1969-1978 studies included all available related studies, the 1980-1984 has journal articles and refereed presentations, while the 1984-1990 studies were limited to research presented at the National Research Conference.

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SUMMARY CONCLUSIONS

1. It appeared that the National Research Conference on Marketing Education met its objective to provide teacher educators with opportunities to present research, publish, and learn new research methods and techniques.

2. It appeared that the Conference had a positive impact on marketing education theory and practice.

3. There appeared to be a balance in the research topics and in the samples studied.

4. Research direction seemed to be related to important concerns and critical issues in marketing education.

RECOMMENDATIONS

The following recommendations are made to marketing education:

1. The National Research Conference for Marketing Education should continue as a key opportunity to disseminate teacher-educator research impacting on marketing education theory and practice.

2. There should continue to be an increased emphasis on theoretically based research in marketing education.

3. More emphasis on research of marketing education topic areas at the national level should be completed to further strengthen theory and practice.

4. More collaborative research between marketing educators and marketing teacher educators should be completed to better develop and manage a research agenda of national scope.

5. Additional research studies should focus on topic areas of marketing education concern not now emphasized by past or current research such as in the area of guidance/counseling and learner characteristic of marketing education students.

6. An updated research review and synthesis of findings of all completed marketing education research should be undertaken so that the most current research can be disseminated to relevant audiences.

7. Additional studies on the use of theory and the development of a theoretical framework in each topic area should be undertaken.

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Table 1: METHODOLOGY

Method	1984	1985	1986	1987	1988	1989	1990	TOTAL	
Descriptive	5	5	6	5	6	9	8	44	76%
Nominal Group	-	1	-	1	-	1	2	5	9%
Quasi-Exper.	1	1	-	-	1	-	-	3	5%
Ex Post Facto	1	-	-	-	-	2	-	3	5%
Correlational	1	-	-	1	-	-	-	2	3%
Experimental	-	-	-	-	-	1	-	1	2%
TOTAL	8	7	6	7	7	13	10	58	100

Table 2: TOPIC AREAS

Topic	1984	1985	1986	1987	1988	1989	1990	TOTAL	
Curriculum	3	1	2	3	2	3	-	14	24%
Teacher Education	1	1	1	1	2	2	4	12	21%
Human Res. Needs	0	1	1	1	1	2	2	8	14%
Instruction	1	2	-	-	1	3	-	7	12%
Evaluation	1	1	2	1	0	0	1	6	10%
Learner Character.	2	-	-	1	-	2	1	6	10%
Philosophy/ Objectives	-	1	-	-	1	-	2	4	7%
Guidance/ Counseling	-	-	-	-	-	-	-	0	0%
Program Design Mod.	-	-	-	-	-	-	-	0	0%
Administr./ Supervision	-	-	-	-	-	-	-	0	0%
Other	-	-	-	-	-	1	-	0	2%
TOTAL	8	7	6	7	7	13	10	58	100

Table 3: SCOPE

Scope	1984	1985	1986	1987	1988	1989	1990	TOTAL	
State	1	4	4	3	4	5	5	26	45%
Local	5	2	-	3	-	3	2	15	26%
National	2	1	2	-	2	3	3	13	22%
Two States	-	-	-	1	-	1	-	2	35%
Regional	-	-	-	-	1	1	-	2	35%
TOTAL	8	7	6	7	7	13	10	58	100%

Table 4: SAMPLE

Sample	1984	1985	1986	1987	1988	1989	1990	TOTAL	
Secondary ME Teachers	2	3	3	4	2	4	4	22	36%
Business People	2	1	1	1	1	3	2	11	18%
Secondary Students (ME)	-	1	-	-	1	3	1	6	10%
Local/State Supervisor	-	1	-	-	2	1	2	6	10%
Secondary Students (Non ME)	1	1	-	1	-	1	1	5	75%
College Bus. Students	1	1	-	-	-	1	1	4	65%
Preservice ME Teachers	2	-	-	-	-	-	1	3	5 %
Graduate Students	1	-	-	-	-	1	-	2	35%
Teacher Ed. (ME)	-	-	-	-	1	-	1	2	35%
TOTAL	9*	8*	4	6	7*	14*	13*	61 **	100%

* more than one sample selected for a study
** more than 58 due to multiple samples studied.
*** 9 samples studied one time were removed.

Table 5: THEORETICAL FRAMEWORK REFERENCED

Theory	1984	1985	1986	1987	1988	1989	1990	TOTAL	
Yes	4	3	2	2	4	7	2	24	41%
No	4	4	4	5	3	6	8	34	59%
TOTAL	8	7	6	7	7	13	10	58	100%

Table 6: Frequency of Research 1969-1978

Topic Area	# of Studies	Percent
Instruction	65	26.8%
Teacher Education	51	21.0%
Evaluation	43	17.7%
Curriculum	38	15.6%
Philosophy/Objectives	16	6.6%
Learner Character	9	3.7%
Administr./Supervision	6	2.4%
Program Design Models	6	2.4%
Human Res. Needs	5	2.1%
Guidance/Counseling	4	1.7%
TOTAL	243	100.0%

From: Berns, Burrow, & Wallace. Review and Synthesis of the Research 1969-1978 (p. 163)

Table 7: Frequency of Research 1980-1984

Topic Area	# of Studies	Percent
Instruction	6	27.3%
Curriculum	5	22.7%
Teacher Education	4	18.2%
Evaluation	3	13.6%
Administr./Supervision	2	9.1%
Program Design Models	2	9.1%
Philosophy/Objectives	0	0.0%
Learner Character	0	0.0%
Human Res. Needs	0	0.0%
Guidance/Counseling	0	0.0%
TOTAL	22	100.0%

From: Stone, 1985

Table 8: Frequency of Research 1969-1978, 1980-1984, & 1984-1990

Topic Area	1969-1978 %	Rank	1980-1984 %	Rank	1984-1990 %	Rank	69/78 to 84/90 Change
Instruction	26.8	1	27.3	1	12.1	4	-
Teacher Education	21.0	2	18.2	3	20.7	2	-
Evaluation	17.7	3	13.6	4	10.3	5	-
Curriculum	15.6	4	22.7	2	24.1	1	+ *
Philosophy/Obj	6.6	5	0		6.8	7	+ *
Learner Character	3.7	6	0		10.3	5	+ *
Administr./Supervis.	2.4	7	9.1	5	0		-
Program Design Model	2.4	7	9.1	5	0		-
Human Res. Needs	2.1	9	0		13.8	3	+ *
Guidance/Counseling	1.7	10	0		0		-
Non-Classified	0		0		1.9	8	+
TOTAL	100.0		100.0		100.0		

METHODOLOGY	TOPIC AREA	SCOPE	DATA COLLECTION	SAMPLE	WHAT WAS MEASURED	PRINCIPLE ANALYSIS METHOD	THEORETIC FRAMEWORK REFERENCE
1984 - University of Georgia							
Descriptive	Curriculum	National	Mailed Survey	ASTD Members	Training & development needs of selected marketing & service industries	Frequency Percent Chi Square Anova	No
Descriptive	Curriculum	Local	Pre/Post Test	Preservice M.E.	Attitude on micro-computer usage, know-ledge of merchandising concepts.	Means	No
Descriptive	Instruction	National	Mailed Survey	DECA Advisors	Involvement of special educ. students in DECA	Anova Percentage	Yes
Correlational	Learner Characteristics	Local	Diff. Apt Test (DAT) BASIC Comp Operation	Educ. Graduate Students	Aptitude and BASIC computer operations	Pearson	No
Descriptive	Learner Characteristics	Local	Group Embedded Fig. Test	Merchandising Majors	Cognitive style preference & school performance	Pearson	No
Quasi-Exper.	Teacher Education	Local	Attitude, Confidence	Preservice M.E. Teachers	Effects of instruction supplemented by inst. television on student knowledge & ability	Anova F-test	Yes
Descriptive	Curriculum	Local	Mailed Survey	Retailers, Business & Social Studies Teachers Advisory Com.	Importance of basic economic competencies	Means Ranking Discriminant Analysis	Yes
Ex-Post Facto	Evaluation	State	Mailed Survey	First year Missouri Career Assoc. members and advisors	Goals & experience of students & advisors	Mult. Regression Anova Content analysis	Yes
1985 - Auburn University							
Nominal Group	Human Resource	Local	Focus Gr. Mailed Survey	Merchant Assoc	Identification of business problems	Frequency Means	No
Quasi-Exper.	Instruction	Local	Pre/Post Test	Coll. Business Students	Attitude & Achievement of marketing students in CAI & traditional instructional methods	T-test (corr) T-test (non-corr) Mann-Whitney U	Yes
Descriptive	Instruction	State	Coop. Coord. Question.	Coop Educ. Instructors	Methods to foster successful job transition of mainstreamed students	Frequency	No
Descriptive	Evaluation	State	Mailed Survey	M.E. Teachers H.S. Seniors	Attitude on American Economic System	Means Percent	Yes
Descriptive	Curriculum	State	Mailed Survey	M.E. Teachers	Utilization of publications and magazines in M.E. Class	Means Frequency Percent	No
Descriptive	Teacher Educ.	National	Mailed Survey	M.E. Teachers	Reasons M.E. teachers leave the profession	Ranking Percent	No
Descriptive	Phil/Obj	State	Telephone Interview	Local Admin.	Factors leading to closing of M.E. programs	Frequency	Yes
Dev/Planning Models in Prof. Dev.	NA	NA	NA	NA	NA	NA	NA
Dev/Research in Education	NA	NA	NA	NA	NA	NA	NA

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1986 - University of Georgia

Descriptive	Curriculum	National	Mailed Survey	M.E. Teacher	Microcomputer usage & in-service needs	Frequency	No
Descriptive	Curriculum	State	Survey	M.E. Teachers	Agreement with National Curriculum Conference Standards.	Percent	Yes
Descriptive	Human Resource	National	Mailed Survey	Businesspeople	Business Communication competencies needed by first year mgr. & superv.	Frequency Means	No
Descriptive	Evaluation	State	Survey	M.E. Teachers	National vs State M.E. Program Standards	Percent	Yes
Descriptive	Teacher Educ.	State	Workshop Evaluation	Non-Certified Instructors	Needs of non-certified adult ed. instructors	Means Percent	No
Descriptive	Evaluation	State	Survey	Publics of Voc. Educ.	Purpose, acceptance, & worth of secondary vocational education	Qualitative	No
Dev/DACUM Occup. Analysis	NA	NA	NA	NA	NA	NA	NA
Dev/Research in Accounting	NA	NA	NA	NA	NA	NA	NA

1987 - University of Houston

Descriptive	Teacher Educ.	State	Mailed Survey	M.E. Teacher	Concerns/role in teaching/learning process	Anova Scheffe Means	No
Descriptive	Learner Characteristics	Local	Piers-Harris Self-conc. Scale, Student Records	11th Grade Cohort	Self Concept, GPA achievement, & curriculum choice	Anova Scheffe Chi-Square	Yes
Nominal Group	Human Resource	Local	Focus Gr.	Merchant Assoc.	Critical issues to merchant assoc. members	Ranking Group Value Score	No
Descriptive	Curriculum	State	Survey	M.E. Teachers	Importance and inclusion of teaching 18 PACE entrepreneur. competencies.	Frequency Percent	No
Descriptive	Curriculum	State	Survey	M.E. Teachers	Important & emphasis on core curriculum competencies	Means Correlation	Yes
Correlational	Evaluation	Local	Student Records	Pst-sec Retail Students	Career Planning Program score & economics grade	Frequency Pearson	No
Descriptive	Curriculum	Two States	Survey	M.E. Teachers in Two States	Agreement with national curriculum conference outcome statements	Frequency	No
Dev/Business Linkages	NA	NA	NA	NA	NA	NA	NA

1988 - University of Pittsburgh

Descriptive	Human Resource	Regional	Mailed Survey	ASPA Members	Communication skills in job application process	Means Frequency	No
Descriptive	Teacher Educ.	National	Mailed Survey	NABTE Schools Dept Chair	Extent of use & effectiveness of marketing techniques used in Business Educ.	Means Frequency	Yes
Descriptive	Curriculum	State	Mailed Survey	AMA Prof. Members	Importance & Emphasis placed on national curriculum competencies	Means Frequency	Yes
Descriptive	Teacher Educ.	State	Post Confer. Eval.	M.E. Teachers	Reaction to summer computer conference	Not Reported	No
Descriptive	Phil/Obj	National	Survey	M.E. Teacher Educators	M.E. standards important to teacher education & secondary programs	Percent	Yes
Descriptive	Curriculum	State	Survey	Supervisors Principals	Perception of vocational student organizations	Frequency Percent	No
Quasi-Exper.	Instruction	State	Learning Style Inv, Pre/Post Test	M.E. Teachers M.E. Students	Matching teaching and learning styles	Anova	Yes

1989 - University of West Florida

Descriptive	Human Resource	National	Mailed Survey	Sales/Mkt Trainers(ASTD)	Training need and career stage	Mean Anova Scheffe	Yes
Nominal Group	Teacher Educ.	State	Focus Group	M.E. Teachers	Problems faced by marketing educ. teachers	Ranking	No
Ex Post Facto	Learner Characteristics	Two States	Situ. Scenerio Inventory	M.E. & Non M.E Students	Ethical decision making	Means Anova	No
Descriptive	Curriculum	Local	Survey	Bank Lending Officers	Components necessary for an effective business plan	Percent	No
Descriptive	Curriculum	National	Mailed Survey	DECA officers Principals	Personal & professional growth	Means Frequency Anova Newman-Kuels	Yes
Ex Post Facto	Curriculum	State	Mailed Survey	M.E. Teachers	Computer utilization & software needs	Anova Tukey	Yes
Descriptive	Teacher Educ.	Regional	Mailed Survey	M.E. Teachers	Job satisfaction	Frequency Percent Two-way Anova	Yes
Experimental	Instruction	Local	Post-test	M.E. Students	Effect of video-based instrucion on student productivity & retention	Anova Duncan's MRT	Yes
Descriptive	Human Resource	National	Mailed Survey	Marina Custom.	Characteristics of marina industry and educ. program development	Frequency Percent	No
Descriptive	Learner Characteristics	Local	Survey	Coll. Business Students	Opportunity to enroll in secondary M.E .	Means Correlation	No
Descriptive	Instruction	State	Survey	M.E. Teachers	Teacher's skills & attitude to improve reasoning skills	Frequency Percent	Yes
Descriptive	Instruction	State	Mailed Survey	Grad. Students	Effective instructor behaviors	Means	Yes
Descriptive	NA	State	Survey	C.P.A.s	Perception of advertising	Frequency	No
Dev/Teachers as Advisors	NA	NA	NA	NA	NA	NA	NA

1990 - University of Georgia

Descriptive	Human Resource	National	Mailed Survey	ASTD members	Skills & knowledge needed for a business career by M.E. teacher education graduates	Means Percent	No
Nominal Group	Teacher Educ.	Regional	Focus Group	M.E. Teachers Principals	Demand & skills/knowledge needed, where training provided, supply of & demand for M.E. teachers	Consensus Ranking	No
Descriptive	Phil/Obj	National	Mailed Survey	M.E. State Supervisors	Size of M.E. programs, number of teachers, classes taught, & classes taught out of discipline	Frequency Percent	No
Nominal Group	Phil/Obj	State	Focus Group	M.E. Teachers	Program challenges	Consensus Ranking	No
Descriptive	Teacher Educ.	State	Survey	M.E. Teachers	Need for in-service programs	Means Percent MANOVA	No
Descriptive	Learner Characteristics	Local	Survey	Coll. Bus/Mkt Students	Microcomputer literacy	Means Anova	No
Descriptive	Teacher Educ.	National	Survey	Voc/M.E. Teacher Educ.	Preservice vocational teacher education programs	Means Percent	No
Descriptive	Evaluation	State	Survey	M.E. Students	Job placement rates	Frequency Percent	Yes
Descriptive	Teacher Educ.	State	Interview	M.E. Teachers	Characteristics and views of award-winning M.E. teachers	Constant Comparative	Yes
Descriptive	Human Resource	Local	Mailed Survey	Small Business Owners	Usage of business plans	Frequency Percent	No

THE STATUS OF LICENSING REQUIREMENTS FOR SECONDARY MARKETING EDUCATION TEACHERS IN THE UNITED STATES

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Running Head: Status of Licensing Requirements

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STATUS OF LICENSING REQUIREMENTS FOR SECONDARY MARKETING EDUCATION TEACHERS IN THE UNITED STATES

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Abstract

The primary purpose of this study was to determine the status of licensing requirements for secondary marketing education teachers in the United States. A nine-item questionnaire was developed and sent to a teacher educator in each state, Washington D. C., Puerto Rico, and the Virgin islands. Useable responses were received from 43 individuals.

The responses indicated that licensing requirements have been frequently reexamined and probably reflect recent national trends in teacher certification. The marketing education license is predominately a distinct certificate from other subject matter areas and teacher educators are divided concerning their satisfaction with their licensing pattern. Certain key elements of licensing requirements were consistently mentioned regarding strengths, weaknesses, and areas needing improvement. Finally, projections of teacher educators indicate the traditional university-based baccalaureate marketing education teacher education program may face significant change.

THE STATUS OF LICENSING REQUIREMENTS FOR SECONDARY MARKETING EDUCATION TEACHERS IN THE UNITED STATES

Introduction

Teacher education reform has been in progress for several years. Lynch (1989) reported that within the last five years 46 states have changed requirements for the licensing of teachers. In the same paper Lynch (p. i) stated, "Little is known about the effects of such policy reforms upon vocational teacher education at all."

Because teacher licensing is a state function, a multitude of rules, regulations, and laws exist. Since changes are effected at the state level by a variety of influences, licensing requirements usually emerge through a political process and represent a compromise of views (Darling-Hammond & Berry, 1988). As a result, the impact of the teacher education profession is limited at best.

As reported by Lynch (1989), some major changes have affected vocational teacher education:

1. Twenty-one states have alternative certification programs in contrast to the traditional university-based teacher education programs.
2. Almost every state has an emergency or provisional certification program for areas where there is a shortage of licensed teachers.
3. Every state provides for alternative certification of teachers in some areas of secondary vocational education.
4. Practically every state requires some type of certification testing, and approximately half of the states use the National Teachers Exam (NTE).
5. Most states have a work experience requirement of from three to six years in the occupational area being taught.

Another relevant development in teacher education is the program of the National Board of Professional Teaching Standards. This board created by the Carnegie Corporation of New York is developing assessment procedures and standards to issue a national teaching certificate. Current plans call for certificates to be issued in twenty different teaching fields (Wirt 1989) Evidently five of those areas are for vocational education. Tentatively, business is one of the five vocational areas, but marketing is not. The implications of marketing education not being recognized as one of the vocational areas are far reaching.

Concerned about the effect of the teacher education reform movement on marketing teacher education, Worms (1988) conducted a national study of the licensing and certification requirements for marketing educators. She surveyed state departments of education and asked for the requirements to be licensed as a marketing education teacher. Based upon the findings of her study, Worms concluded (p. 15):

> . . . there is a need to study and update the procedures for credentially marketing education teachers.
>
> . . . marketing educators need to be involved in identifying the concept of an approved program and the requrements for such programs.

Given the developments as reported by the studies previously cited, it appears appropriate to study the status of licensing requirements of secondary marketing education teachers based upon the perceptions of teacher educators.

Statement of Purpose

The primary purpose of this study was to determine the status of licensing requirements for secondary marketing education teachers in the United States. By doing this, the writer also answered the following questions:

1. How frequently do states review the licensing requirements for a secondary marketing education teaching certificate?
2. Is the secondary marketing education license a distinct certificate from other subject matter areas?
3. How satisfied are teacher educators with the licensing requirements for secondary marketing education teachers in their states?
4. What do teacher educators perceive to be the strengths and weaknesses of their states' licensing requirements for secondary marketing education teachers?
5. What would teacher educators do to improve their states' current licensing patterns for secondary marketing education teachers?
6. What changes do teacher educators think will be made in the next five to seven years in the licensing requirements for marketing education teachers in their states?

Methodology

Research Design

For this descriptive study a written questionnaire was developed to survey marketing teacher educators. The survey instrument (see Appendix A) included nine questions. The first question was a write-in of the number of secondary marketing education teachers in the state. The next three questions were limited-response ones. And, the final four questions were opened-ended asking for an opinion of the strengths, weaknesses, needed

changes, and projections for change in the licensing requirements for secondary marketing education teachers.

Data Collection

The questionnaire, cover letter, reply envelope, and description of Indiana licensing requirements were mailed in November of 1990 to one marketing teacher educator in each of the fifty states, Washington D.C., Puerto Rico, and the Virgin Islands. The U. S. Department of Education directory of Teacher Education Personnel for Marketing Education dated October 1988 was used to select the names. The addresses of those teacher educators selected were confirmed in the 1989-90 Directory of Leaders in Marketing Education published by the Marketing Education Association. In those states in which no marketing teacher educator was identified, the materials were sent to the director of the state certification office.

A followup letter was mailed in January 1991 to the non-respondents. Of the 47 questionnaires received, 43 were useable. See Appendix B for a listing of the entities participating in the study. Incomplete questionnaires were received from Alaska, Idaho, South Dakota, and the Virgin Islands. No replies were received from Arizona, Hawaii, Maine, Massachusetts, New Mexico, and Puerto Rico.

Findings

Question One: Approximately how many secondary Marketing education teachers are employed in your state?

Although this question was not directly related to the purpose of this study, the author used it to find states similar to his own for further

analysis. The range was 650 to 15 with the mean of 140 secondary marketing education teachers.

Question Two: When were the licensing requirements for marketing education teachers last changed?

The responses from questions two and three were used to determine the frequency of states in reviewing the licensing requirements for the secondary marketing education teaching certificate. Table One shows that 15 states or 34.9% of those responding have changed licensing requirements within the last two years. Fourteen states (32.5%) have changed requirements in the last three to five years; eight states (18.6%) last changed their requirements six to ten years ago; and six states (14%) have not changed their requirements in ten years or longer.

Table One

When Licensing Requirements Were Last Changed?

Within Last Two Years	3-5 Years Ago	6-10 Years Ago	10+ Years Ago
15 (30%)	14 (33%)	8 (19%)	6 (14%)

Question Three: When do you think the licensing requirements for marketing education teachers are likely to be reviewed for possible updating?

The data in Table Two indicate when marketing teacher educators think their states may review licensing requirements for possible updating. Six states are reviewing licensing requirements for secondary marketing education teachers this year. Twenty-one teacher educators project their states may review licensing requirements in the next two to three years.

And, 15 states may not review their requirements for at least four years.

Table Two

Perceptions of Teacher Educators as to When Their States are Likely to Review Licensing Requirements for Possible updating.

This Year	Next 2-3 Years	4 Years or Longer	No Response
6 (14%)	21 (49%)	15 (35%)	1 (2%)

Question Four: Is the marketing education license in your state a distinct certificate from other subject matter areas? Yes No If no, what subject matter area is marketing education a part?

In nearly 80% of the states (34), the secondary marketing education teaching license is a distinct certificate. Two states indicated it may or may not be a distinct certificate and seven states include marketing education as an area of licensure in business education. Table Three summarizes the responses to question four on the survey form.

Table Three

Is the Marketing Education License in Your State A Distinct Certificate from other Subject Matter Areas?

Yes	No	Yes and No
34 (79%)	7 (16%)	2 (5%)

Question Five: On a scale of one to ten, how satisfied are you with the licensing pattern for marketing education in your state?

Question five asked the respondents to indicate their degree of

satisfaction with their states' licensing pattern for secondary marketing education by selecting a number on a scale from one to ten. One represented terribly dissatisfied and ten stood for greatly satisfied. The mean rating was 6.326. Forty-two percent or 18 teacher educators selected a rating of 5 or below and 25 or 58% rated their satisfaction at 6 or above. Table Four summarizes the data to this question.

Table 4

Satisfaction Rating of Current Licensing Requirements.

Terribly Dissatisfied	1	2	3	4	5	6	7	8	9	10	Greatly Satisfied
	(0)	(4)	(3)	(3)	(8)	(2)	(5)	(8)	(8)	(2)	

MEAN: 6.3255

Question Six: What are the strengths of your current state licensing pattern for marketing education?

When asked to list the strengths of their current licensing pattern for secondary marketing education teachers, ten respondents left a blank or indicated there were none. The remaining 33 teacher educators combined for a list of 37 strengths. After careful review of the 37 items, the writer found sufficient commonality to identify six categories or types of strengths. In no particular order those strengths are:

-- significant and valuable work experience requirement.

-- strong technical (business/marketing) course preparation.

-- university control and input in the certification process.

-- comprehensive and balanced requirements in content and pedagogy.

-- allows certification in other business classes.

-- maintains separateness of marketing education as a discipline and licensure area.

Question Seven: What are the weaknesses of your current state licensing pattern for marketing education?

The next question, number seven, requested a listing of weaknesses of the current state licensing pattern for secondary marketing education. Eight respondents left a blank, replied none, or wrote zero. Those 35 teacher educators contributing to this question described 47 specific weaknesses. A thorough analysis of the 47 items revealed the following four general types of weaknesses.

-- inadequate requirements of some type (requirements listed as being inadequate included work experience, technical (marketing) courses, too much education/pedagogy, and out-of-date standards).

-- too easy to become licensed in marketing education through alternative or provisional certificates.

-- lack of university control and input in the certification process.

-- weak teacher education programs (loss of programs, lack of continuity among programs, and programs without a marketing teacher educator were mentioned).

Question Eight: How would you change the current licensing pattern for marketing education in your state to improve it?

Question eight directed the respondents to describe changes they would make to their current programs to improve them. Of the 43 individuals completing the questionnaire 14 left a blank or indicated they had no suggestions for change. The remaining 29 respondents made 39 suggestions. Not surprisingly, the findings represented actions to reverse the weaknesses listed in the preceding question.

Question Nine: What changes do you think will be made in the next five to seven years in the requirements for a marketing education teaching certificate in your state?

The final question, asked the respondents to describe the changes they think will be made in the next five to seven years in the requirements for a secondary marketing education teaching certificate in their states. Interestingly, nine people (21%) stated they expected no changes. Furthermore, three respondents left the question blank, three stated they were unsure, and two indicated they expected few if any changes. Two other responses which were noteworthy observed, "No idea, this state is beserk," and "Lord only knows."

The responses of the remaining 26 (60%) individuals generally fell into the following four categories.

-- development of more alternative certification programs in contrast with the traditional university teacher education program.

-- Merger of marketing education and business education teaching licenses.

-- legislative mandate for five-year teacher education programs.

-- increased use of testing and other proficiency assessment measures to obtain teaching licenses.

Conclusions

Based upon the findings of this study, the following conclusions appear to be valid at this time.

1. Since 67.4% of the respondents indicated that their states have changed licensing requirements in the last five years and 62.8% think their states will likely review them for possible updating in the next two to three years, it seems as if the licensing requirements for secondary marketing

education teachers are frequently reexamined and probably reflect recent national trends in teacher certification.

2. Generally, the secondary marketing education teaching certificate is a separate certificate from other subject matter areas. Four of every five states participating in this study confirmed a distinct license for marketing education.

3. Marketing teacher educators are divided concerning their satisfaction with the secondary licensing pattern in their states. Some appear to be very satisfied while a fairly equivalent number of others are very dissatisfied.

4. According to the respondents there is agreement to some key elements in the preparation and certification of secondary marketing teachers. University control, a significant work experience requirement, comprehensive course requirements in the technical areas, and a strong philosophical approach to the distinctness of marketing education are listed repeatedly as strengths, weaknesses, and areas of needed improvement.

5. The traditional university-based, baccalaureate marketing teacher education program may face significant change. More alternative types of competency/proficiency-based certification programs providing licensure in a comprehensive business area (marketing education and business education) may develop.

Recommendations

Consistent with the findings the following recommendations are offered:

1. Because of the significance and rapidity of change in state licensing regulations, marketing teacher educators should build coalitions with influential individuals and groups and be active participants in state reviews and updates of teacher certification requirements.

2. Research needs to be undertaken to identify existing successful alternative certification programs and develop other models for alternative certification programs to incorporate the unique characteristics of secondary marketing education.

3. The ramifications of possible mergers in some areas of business education and marketing education should be discussed. Again, research should be conducted to identify effective existing models and develop other prototypes for future use.

4. The effects of losing university marketing teacher education programs needs to be studied. Planning should be done to devise strategies for maintaining the certification of marketing education teachers in light of adverse developments.

References

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Wirt, John G. (1989). Presentation to the American Vocational Education Association and the University of Council on Vocational Education. Paper Presented at the Annual Meeting of the American Vocational Association (Orlando, FL, December 1, 1989).

Worms, (Litchfield), Carolyn. (1988). Concerns about Certification of Marketing Educators. Business Education Forum, Vol. 43, No. 3, pp. 14-15.

Appendix A

Questionnaire on Licensing Requirements
of Secondary Marketing Education Teachers

1. Approximately how many secondary marketing education teachers are employed in your state?_____
Comments?

2. When were the licensing requirements for marketing education teachers last changed?
____ Within last two years.
____ Three to five years ago.
____ Six to ten years ago.
____ Longer than ten years ago.
Comments:

3. When do you think the licensing requirements for marketing education teachers are likely to be reviewed for possible updating?
____ This year.
____ In the next two to three years.
____ Probably not for at least four years or longer.
Comments:

4. Is the marketing education license in your state a distinct certificate from other subject matter areas? Yes No If no, what subject matter area is marketing education a part?
_____
Comments:

5. On a scale of one to ten, how satisfied are you with the licensing pattern for marketing education in your state?

Terribly Dissatisfied	1	2	3	4	5	6	7	8	9	10	Greatly Satisfied

Comments:

6. What are the strengths of your current state licensing pattern for marketing education?

_____
_____
_____
_____
_____ (over)

Teacher Licensing Questionnaire
Page 2

7. What are the weaknesses of your current state licensing pattern for marketing education:

_____
_____
_____
_____
_____

8. How would you change the current licensing pattern for marketing education in your state to improve it?

_____
_____
_____
_____
_____

9. What changes do you think will be made in the next five to seven years in the requirements for a marketing education teaching certificate in your state?

_____
_____
_____
_____
_____
_____
_____
_____

THANKS FOR COMPLETING THE QUESTIONNAIRE!

Appendix B
Survey Respondents

Alabama
Arkansas
California
Colorado
Connecticut
Delaware
Florida
Georgia
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maryland
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
Tennessee
Texas
Utah
Vermont
Virginia
Washington
Washington D. C.
West Virginia
Wisconsin
Wyoming

The Perceived Preferences for Models to Integrate Academic/Vocational Instruction in Secondary Marketing Education Programs in Illinois

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Running Head: Integrating Academic/Vocational Instruction

National Conference for Research in Marketing Education

1991

Fort Worth, Texas

The Perceived Preferences for Models to Integrate Academic/Vocational Instruction in Secondary Marketing Education Programs in Illinois

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Abstract

The purpose of this study was to determine which of six models for blending academic and vocational education instruction was perceived to be most effective by a preselected panel of experts in Illinois. The panel of experts included secondary marketing education teachers and academic teachers representing the disciplines of mathematics and English. Models, to which the panel of experts reacted, included: the academy model, applied academic curricula model, the career path model, the fusion teaching model, the occupational cluster model, and the parallel teaching model.

The panel perceived the parallel teaching model as being the most effective for blending academic/vocational instruction in terms of student learning. The applied academic curricula model was perceived to be most acceptable to teachers of academic/vocational subjects. A consensus of panel members believed the applied academic curricula model would be most feasible in terms of logistics involved in implementation. When asked which of the models was perceived to be most cost-effective, a plurality of panel members again chose the applied academic curricula model. Finally, the panel members chose the fusion teaching model as

their overall preference for blending academic/vocational education; however, the occupational cluster model, the applied academic curricula model, the career path model, and the parallel teaching model ranked only slightly lower.

The investigators recommended that further research be conducted and that the study be focused upon three models: applied academic curricula model, the fusion teaching model, and the parallel teaching model.

Introduction

One of the major changes in the new legislation approved on September 25, 1990, and labeled the Carl D. Perkins Vocational and Applied Technology Education Act was a shift away from the traditional job-skills orientation of vocational education and toward a broader purpose of using vocational education as a vehicle for learning academic and other kinds of thinking skills and for linking thought with action. The legislation calls for the "integration or blending of academic and vocational education" at both the secondary level and the post secondary level.

As a result, educational leaders are creating and testing new models designed to integrate academic/vocational instructional programs. Sandra Pritz (1988) defined the integration of academic and vocational instruction as "the linking of academic skills instruction to vocational applications to enhance student learning." Rosenstock (1991) believes that true integration requires nothing less than a full restructuring of high schools. He says that the first step is for teachers to work together, to see their mission as joined--not divided between those who prepare for college and those who prepare for work. A number of educators believe that the

integration of academic/vocational education may be the movement that truly reforms American education. They believe that by working together, vocational and academic teachers can come up with generative themes around which to organize units and courses. In such a scenario, vocational education becomes a part of the common curriculum, benefiting all students.

A review of contemporary literature confirms the need for integrating academic and vocational studies. Whitman, et al., (1989) contend that the nation's economic security may well depend on the half of American workers who do not attend college--and who lack the skills to do the jobs of the 21st century. In fact, these writers point out that the largest number of new workers to be added--sales clerks, waiters and waitresses, cashiers, and general office clerks must be more literate. The secretary who once pecked away at a manual typewriter must now master a word processor, a computer, and telecommunications equipment. Today's secretaries spend on the average 168 minutes each day reading from reference books, handbooks, lists, and orders. Even the cashier at the 7-Eleven has to know how to sell money orders, operate a computerized machine, count money accurately, practice human relations skills, and communicate in an effective manner.

In testimony before the House Committee considering reauthorization of the Carl D. Perkins Vocational Act (H.R. 7), representatives of the National Tooling and Machining Association pleaded with the Committee to encourage a blending of vocational and academic education. They said:

> We must stop the controversy about academic versus vocational education. These components must be strong parts of one effective educational system and it must emphasize the world of work, working values, and workplace literacy. (Owens et al. 1989)

Testimony was also given that some secondary students appear motivated to achieve only when the academic curriculum is directly connected with real life applications.

A blue-ribbon panel established by the National Academy of Science, the National Academy of Engineering, and the Institute of Medicine offered some insight into how workers should be educated and trained to meet future needs. Their perceptions also confirm the need for vocational and academic education to be blended as an integral part of a total education delivery system that has a primary role in preparing youth and adults for life and work.

> The historical evidence clearly shows that technological change has increased the value of such basic skills as reading, writing, numerical reasoning, and problem solving. The computer-based technologies that are likely to be associated with jobs in the future will place even greater demands on the mental rather than the physical capabilities of factory and office workers. Furthermore, expanded use of work teams in many production systems also means that a premium will be placed on the ability to communicate effectively. (Cyert et al. 1989)

Perhaps some of the more compelling reasons why schools must integrate academic/vocational education were included in the positional statements embraced by the National Association of State Directors of Vocational Education.

1. Academic skills are an essential foundation of occupational preparation and performance.

2. The teaching of academic and occupational skills and concepts must be coordinated, each enhancing the other.

3. Vocational education's successful experience in applied learning provides a unique contribution to the teaching of academics thereby strengthening the connections between concept learning and application.

4. Ensuring that students acquire academic skills proficiency is the shared responsiblity of all educational disciplines. (Testimony, Senate Subcommittee, 1989)

Kolde (1991) sees additional benefits from an integrated curriculum. She identifies the benefits in the following statements:

1. When academic and vocational instructors cooperate in the development of instructional materials, such as learning guides and job-plan sheets, the materials are better organized and of higher quality.

2. The cooperative effort of the academic and vocational instructors to integrate mathematics and science concepts into the technical applications makes the curriculum more rigorous and gives it greater continuity.

3. The application of both abstract and concrete approaches to learning enhances student knowledge.

4. The more intensified curriculum and the use of learning activity guides enable students to progress at their own pace.

5. The cooperatively developed materials help the students to be better prepared in class to complete tasks and solve problems.

6. When the instructional staff works together, the students benefit from having access to several experts rather than just one.

7. Students score higher on paper-and-pencil achievement tests and on tests of technical performance.

8. Students are more highly motivated and have lower rates of absenteeism.

Business and industrial leaders have long recognized the need for employees who possess a solid foundation in the academic basics, who can communicate effectively, and who are competent in the basic technical skills of the occupation. As the economy has changed its focus from production to service to information, the composition of the workplace has become increasingly diverse, and the scope of required skills has expanded. To meet the needs of the workplace, educational programs must change. The classroom of the future is one that integrates academic and technical knowledge and skills within an applied vocational learning model.

The Problem

This study was undertaken to determine the perceived preferences for a model or models to be used in the integration of secondary academic and vocational marketing education as expressed by a preselected panel of experts including marketing education teachers and academic teachers representing the disciplines of mathematics and English.

Scope of the Study

The scope of the study was confined to an examination of six models which might be used for integrating academic and vocational education. The models included: the academy model, applied academic curricula model, the career path model, the fusion teaching model, the occupational cluster model, and the parallel teaching model. Other models, such as specialized schools and crossover teaching assignments, were considered to be impractical for Illinois and were not examined in this study.

Research Questions

The questions posed to members of the panel included:

1. Which of the models do you perceive to be most effective for blending academic/vocational education in terms of student learning?
2. Which of the models do you believe would be most acceptable to teachers of academic subjects and teachers of vocational marketing education?
3. Which of the models do you perceive to be most feasible in terms of the logistics involved in implementation?
4. Which of the models do you perceive to be most cost-effective?

In addition, members of the panel were asked to rank the models according to their overall preferences.

Limitations of the Study

Since the study involved only the perceptions of a sample of secondary marketing education teachers and secondary academic teachers in Illinois, it should not be assumed that the results are representative of any other population.

Definition of Terms

To facilitate common understanding of the terms utilized in the context of this research, the following definitions may be useful.

The Academy Model--Academies are schools-within-schools that typically include academic teachers in English, math, and social science with a vocational instructor in a subject--like marketing education--which gives focus to the Academy. Because these teachers stay with a group of students for all four courses, over two or three years, the possibilities for both horizontal alignment and vertical alignment are increased enormously. Academies also establish close relationships with particular firms operating in their occupational area, providing students with additional motivation, mentors, and internships.

Applied Academic Curricula Model--This approach modifies the academic curriculum instead of vocational courses by incorporating vocational applications and examples and reconfiguring academic courses so that the topics are more relevant to vocational students. While informal methods of encouraging these changes have been tried, a more common approach has been to introduce specific courses: the "applied academics" courses including Applied Mathematics and Applied Communications, as well as several others commonly adopted. Often, the curricula materials developed by the Center for Occupational Research and Development (CORD) and the

Alliance for Instructional Technology (AIT) are adopted and may be used by academic or vocational teachers or by academic and vocational teachers together.

The Career Path Model--With this approach, the school maintains conventional academic and vocational departments; however, students and teachers are organized in "career paths" or occupational clusters. This creates a matrix structure, in which teachers participate in both department discussions about the content of particular academic and vocational courses, and in career path groupings which can then develop coherent sequences of courses and coordinate particular courses in the career path. In addition, the career paths force students to think harder about their occupational futures, supported by counselors, and they combine students with different backgrounds with very different occupational ambitions, reducing the usual segregation of college-bound and vocational students.

The Fusion Teaching Model--This approach, sometimes called "joint teaching," brings academic and vocational teachers together to jointly develop and teach new courses that merge related subjects into a new subject. These courses may be independent of the rest of the curricula. One example of such fusion is informational science, emerging from a combination of English and marketing informational systems. A possible example of a new attempt would be to meld elements of marketing with sociology and economics and create a new subject called "consumer social science." Teacher cooperation can be achieved either by sharing curriculum plans and resources but continuing to teach independent classes; team teaching, in which vocational and academic teachers teach together; or crossover, in which academic and vocational teachers exchange roles and teach each other's classes.

The Occupational Cluster Model--A few high schools have established departments organized around occupational clusters in place of conventional academic and vocational departments. Like the focus of each Academy (discussed earlier) on a particular occupational area, this facilitates cooperation among teachers and both horizontal and vertical alignment, and provides academic teachers with obvious vocational emphasis to incorporate into their classes.

The Parallel Teaching Model--Parallel teaching, or curriculum alignment, or correlation, or identifying curriculum overlap: academic and vocational teachers sequence courses and choose subjects so that they are teaching about the same issues simultaneously. Course titles may remain the same. An example would be an English teacher and a marketing teacher correlating reading and writing assignments about a contemporary marketing problem. The teachers can correlate their work either through (a) a chronological or historical approach; (b) a thematic approach; or (c) a problems approach. In the best cases, this practice creates sequences of academic and vocational courses that reinforce each other--or vertical alignment--clarifying that integrating academic and vocational education is an activity that can consider entire programs rather than individual courses.

Methodology

To obtain the necessary data, structured interviews were conducted. This section contains a description of the population, interview procedures, and data analysis.

Population

Thirty-four secondary teachers located in Central Illinois made up the panel of experts and participated in the study. Thirteen members of

the panel were teachers of marketing education, twelve members taught English, and nine members were teachers of mathematics. All thirty-four teachers were selected because efforts were underway in their schools to integrate academic/vocational studies.

Each of the participating teachers attended an inservice seminar in their schools where the various approaches for integrating academic/vocational instruction were presented and discussed.

Interview Procedures

The structured interview technique was used to obtain responses to the research questions. The respondents were encouraged, however, to elaborate on their responses and to provide a rationale for their choices. The interviewer recorded the responses and took notes to record elaborations and rationales.

The interviews were conducted during November and December, 1990, and January, 1991, at the schools where the teachers were employed.

Data Analysis

Tear-sheets were taken from a flip-chart and formatted for each research question. At the top of the tear-sheet, each of the six models for integrating academic/vocational instruction was listed. Tally marks were then used to record each panel member's response. Notes which described the respondents' rationales were then transferred to the tear-sheets. Thus, a tear-sheet containing respondents' choices and rationales was established for each research question.

It was then a simple task to tabulate responses to each research question and review the respondents' rationales.

Findings

As shown in Figure 1, eight of the respondents perceived the parallel teaching model to be the most effective for blending academic/vocational instruction in terms of student learning.

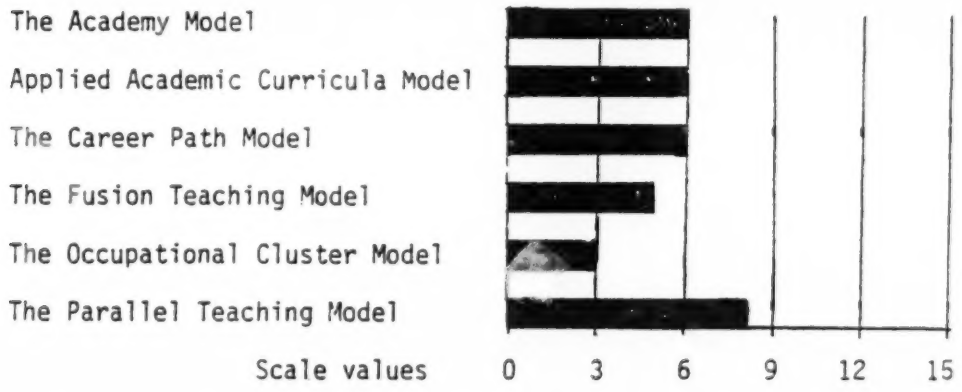

Figure 1. Perceived Effectiveness of Models for Blending Academic/ Vocational Education in Terms of Student Learning

It should be noted, however, that three of the models, the academy model, the applied academic curricula model, and the fusion teaching model, were selected as the most effective for student learning by six respondents, respectively.

Teachers choosing the parallel teaching model, as the most effective in terms of student learning, based their decisions on the following factors.

1. Students can see applications of classwork from one class to another.
2. The approach forces cooperation among teachers from various disciplines and, as a result, focuses instruction on learning outcomes.
3. Traditional barriers between academic and vocational studies disappear as teachers work to integrate the total curriculum.

When asked which of the models would be most acceptable to teachers of academic subjects and teachers of vocational subjects, eleven respondents chose the applied academic curricula. Eight teachers believed the parallel teaching model would be most acceptable and six identified the fusion teaching model. Figure 2 contains a summary of the respondents' choices.

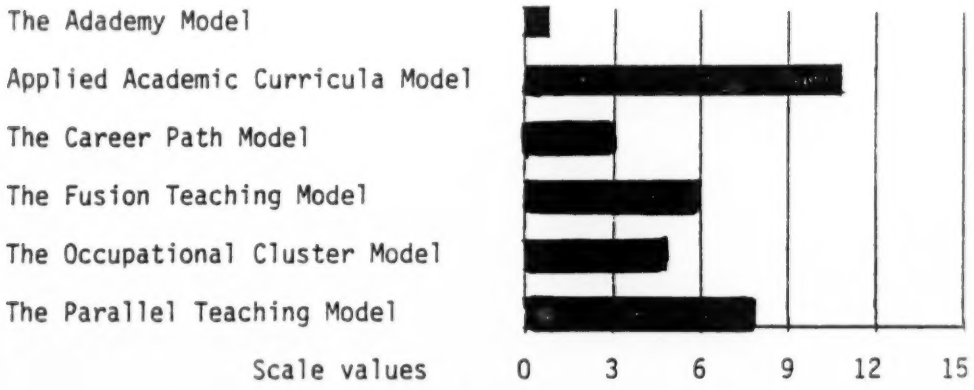

Figure 2. Perceived Preferences for Models for Blending Academic/Vocational Education by Respondents

The respondents favoring the applied academic model as being most acceptable to teachers believed that implementation of the model would require the least amount of change. Perhaps one teacher stated the position clearly, "Teachers are comfortable with their present methods and modes for delivering instruction. When those methods or modes are tampered with, teachers become uncomfortable and resist the changes." On the other hand, teachers favoring the parallel teaching model and the fusion teaching model believed that teachers would react more positively to models which enabled them to plan together and, possibly, engage in team teaching.

Fourteen teachers believed the applied academic curricula model would be most feasible in terms of the logistics involved in implementation. As shown in Figure 3, five teachers chose the career path model, and five teachers chose the occupational cluster model as the most feasible for implementation.

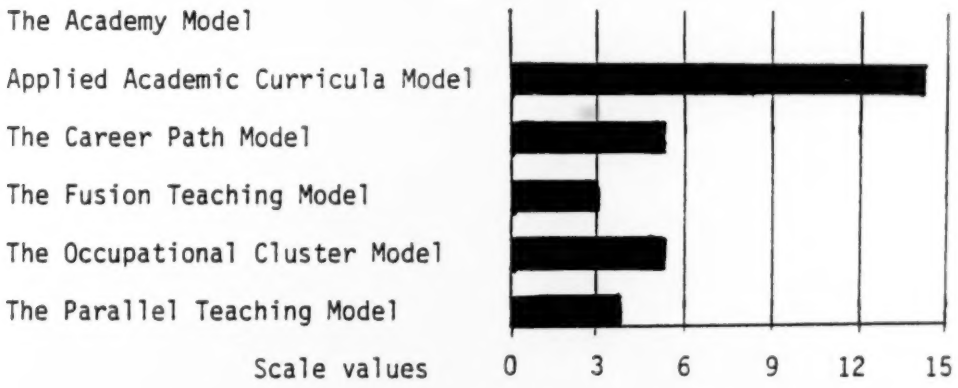

Figure 3. Perceived Preferences for Models for Blending Academic/Vocational Education Based on the Feasibility of Implementation

Teachers believed that the applied academic curricula model would require the least disruption of established routines. Since the curriculum materials are already available, decisions revolve aoünd the different ways to use the materials (i.e. by academic teachers, by vocational teachers, by both academic and vocational teachers). In addition, some teachers believed that implementation of the applied academic curricula model would require less time and less money.

The teachers favoring the career path model and the occupational cluster model believed that to truly integrate academic/vocational education, teachers need to work together on vertical and horizontal curriculum alignment. They expressed fear that the applied communications, applied math, and applied technology materials would be used by either an academic or vocational teacher in isolation. In such case, the

curriculum in the area taught by the other teachers would remain unchanged. These teachers believed that viewing models as more feasible than others in terms of implementation should not be undertaken without also considering learning outcomes.

The applied academic curricula model was chosen by ten of the respondents as the most cost-effective model. The parallel teaching model, closely following, was selected by nine members of the panel. As shown in Figure 4, the fusion teaching model was selected by five respondents, the occupational cluster model received three expressed preferences, and the academy model and the career path model were each selected by one teacher.

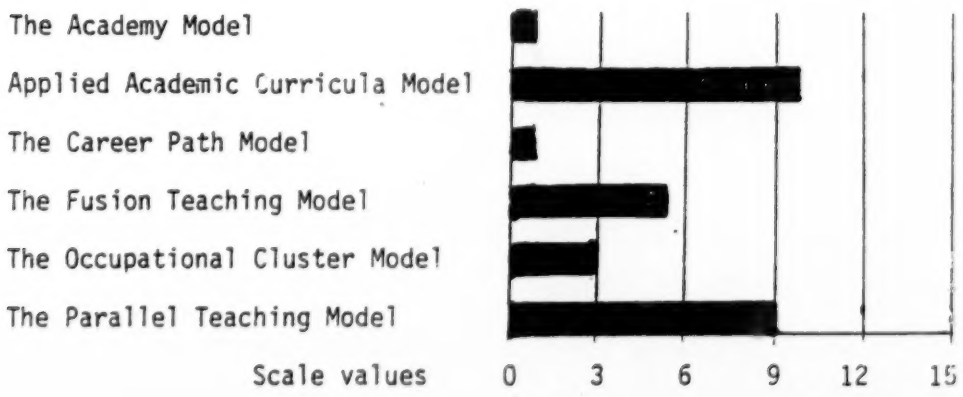

Figure 4. Perceived Preferences for Models for Blending Academic/ Vocational Education in terms of Cost-Effectiveness

Those teachers choosing the applied academic curricula model believed that adopting curriculum materials that are already available would require less time and money. Other teachers expressed concern about the effectiveness of implementing the applied academic curricula model. Teachers choosing the parallel teaching model believed that additional teachers would not be needed. They perceived the greatest difficulty

in implementing this model to be scheduling teachers in order that they could share planning periods.

Finally, each member of the panel of experts was asked to rank-order the models in terms of overall preference. Table 1 shows the results of the teachers' perceived preferences.

Table 1

Overall Preferences for Models for Blending Academic/Vocational Instruction as Expressed by Central Illinois Teachers

Rank	Model	Mean Value	Mean Value
1	The Fusion Teaching Model	107	3.34
2	The Occupational Cluster Model	108	3.38
5	Applied Academic Curricula Model	109	3.41
5	The Career Path Model	109	3.41
5	The Parallel Teaching Model	109	3.41
6	The Academy Model	128	4.00

N = 32. 1 = most desirable, 6 = least desirable

As illustrated in the above table, a consensus of opinions did not exist regarding a desired preference for a model.

Conclusions and Recommendations

Based upon the results of this study, the following conclusions appear to be valid.

Conclusions

While strategies for integrating academic/vocational education have been formulated, agreement does not exist among Central Illinois academic

and marketing education teachers as to which model, or models, can best translate the unification of academic and vocational education into day-to-day reality in schools. This overall conclusion is supported by the following summations.

1. When teachers were asked to identify one of the six models as the most effective for blending academic/vocational education, a majority of respondents did not choose the same model.
2. When teachers were asked to identify one of the six models as the most acceptable to teachers of both academic and vocational subjects, a majority of respondents did not choose the same model.
3. When teachers were asked to identify one of the six models as the most feasible in terms of logistics involved in impleme. tation, a majority of respondents did not choose the same model.
4. When teachers were asked to identify one of the six models as the most cost effective, a majority of respondents did not choose the same model.
5. When teachers were asked to rank-order the six models according to their overall preferences, little statistical difference was detected among and/or between the responses.

The investigators further concluded that consistency did not exist between and/or among the teachers' responses. While the parallel teaching model was identified more frequently than other models as the most effective in terms of student learning, the fusion teaching model was

identified more frequently than other models as the overall preferred model. It is interesting to note that the teachers did not choose the fusion teaching model as the preferred model in response to any of the other research questions.

Conclusions

Consistent with the findings, the following recommendations are offered.

The integration of academic and vocational education is a movement to reform not just vocational education but the entire secondary curriculum. If integrating academic and vocational education is viewed solely as a vocational education issue, it is destined to fail. Therefore, it is recommended that both academic and vocational teachers be involved in blurring the distinctions between academic and vocational education. This recommendation is dependent upon the following considerations:

1. Teachers may resist change. Therefore, educational leaders should devise and implement strategies that will motivate both academic and vocational teachers to accept change.
2. Teachers in each local educational agency should determine which model for integrating academic/vocational education should be implemented. The results of this study indicate that a single model may not be preferable for even neighboring school districts.
3. Inservice programs should be conducted for both academic and vocational teachers to emphasize the rationale for

integrating the curriculum, to present models for integration, and to examine the characteristics, strengths and weaknesses of each model. Only then can teachers reach informed decisions concerning effective models for integration.

4. Preservice teacher education programs should be restructured to ensure that new candidates for teaching positions are prepared to work with other teachers in providing an integrated instructional program for students.
5. The new integrated curricula models will necessitate a review of articulation agreements between secondary and post secondary institutions.

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An Innovative Role for University Faculty Associated with the Marketing Education Function

by

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An Innovative Role for University Faculty Associated with the Marketing Education Function

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Abstract

The writers expound on a role for marketing teacher educators at the university level which complements the traditional role of the marketing teacher educator. The essence of this new role is working with organizations which are involved with small businesses on the local, state and national levels. The paper details the activities of the co-directors of the Small Business Sub-Center for the North Carolina Small Business and Technology Development Center, with which they have been associated for four years, as well as the proposed activities of the co-directors of the Small Business Institute at the University of North Carolina at Greensboro.

An Innovative Role for University Faculty Associated with the Marketing Education Function

From the decade of the 1970's to the present, the role of marketing teacher educators has been one of constant change. The increase and decrease of the demand for marketing education teachers on the secondary level, from state to state, was a force for change in the demand for marketing teacher educators.

Since universities are unable to easily change staffing patterns of faculty at the university level, they are, therefore, unable to be immediately sensitive to demand trends for marketing teacher educators. As a result, marketing teacher educators have, in increasing numbers, filled roles at the university level that are quite different from those held twenty years or more ago. Dick Lynch, a former full-time marketing teacher educator, has stated in numerous presentations that marketing teacher educators are surviving well but their total efforts are not focused toward marketing education. At the 1990 National Research Conference for Marketing Education, Jerry Moorman, reported that there was a diminishing demand for marketing teacher educators (Proceedings of the NRCME, p. 40). This trend has influenced the university role marketing teacher educators may select.

The writers will expand on a role for marketing teacher educators at the university level which complements the traditional role of the marketing teacher educator. The essence of this new role is working with organizations which are involved with small businesses on the local, state and national levels.

Two of the programs funded by the federal government are referred to as the Small Business Development Center (SBDC), which in at least one state is referred to as the Small Business and Technology Development Center, and the Small Business Institute . Both of these programs are funded in part by the Small Business Administration. The Bryan School of Business at the University of North Carolina at Greensboro (UNCG) has been designated as a sub-center of the North Carolina SBTDC and the two marketing teacher educators are designated as co-directors and faculty liaison members. In addition, the Bryan School of Business and Economics at UNCG has recently been designated for the 1991 school year as a Small Business Institute site. Both the NCSBTDC and the SBI at UNCG serve local, small businesses in non-conflicting and complementary ways.
The remainder of the paper will detail the activities of the co-directors of the sub-center for the SBTDC with which they have been associated for four years as well as the proposed activities of the co-directors of the SBI at UNCG.

Activities with the SBTDC.

UNCG has an MBA program with approximately 70 full-time students and more than two hundred part-time students. It was deemed desirable that the full-time MBA students receive experiences outside the academic environment and the SBTDC was viewed as an excellent vehicle to perform this assignment. The SBTDC has hundreds of clients and does not have the full-time staff to satisfy the demand. The co-directors attempt to encourage and select full-time MBA students to assist the SBTDC in their case overload for a nominal monetary amount and to give the MBA students an opportunity to obtain a variety of business consulting experiences and, therefore, enhance their vita and employability upon graduation. The writers consider this a "win/win" situation.

For the past four years, a major activity for the UNCG sub-center is participation in the state-wide MBA case competition. Full-time MBA students have been organized into teams and assigned a client with a specific business problem. The client agrees to work with the team members and furnish them with the necessary information to investigate the problem so that the team can ascertain the most reasonable solution. The client is in no way obligated to implement the solution if he/she deems the solution to be inadequate in any way. Free of any cost, the client has access to a team of talented MBA students during the period of the case study. The students are constantly conferring with the client while they are developing alternative solutions to the problem defined.

Student teams from all participating universities present the case both in writing and verbally to a team of judges. The judges declare the winners and a monetary award is given to the first three teams. This is an excellent opportunity for the students to apply skills acquired while enrolled in the MBA program.

Another major activity is a workshop held for secondary teachers of small business classes. The SBTDC, along with the State Department of Public Instruction, and the Continuing Education Division of UNCG, jointly sponsor a small business workshop during the summer period. The SBTDC furnishes instructional expertise, materials, and monetary funding for this activity. This activity has been well-received by the marketing education community. This activity has resulted in an increase in the number and amounts of grants obtained by the faculty liaison members which is a goal of the university.

Through the auspices of the UNCG small business sub-center, one of the co-directors has been placed on the board of directors of the Greensboro Business Center (a non-profit, small business incubator), and has also been appointed to the small business consortium of the Greensboro Chamber of Commerce. This activity has resulted in a closer contact between the university and the business community (a goal of the Bryan School of Business and Economics).

The SBTDC has provided funding as well as a network by which the co-directors can identify opportunities to present academic papers.

Through the sponsorship of the SBTDC, the co-directors have been able to present refereed papers at regional, national and international small business conferences.

There is a plethora of opportunities presented by involvement with the SBTDC. By working on problems of mutual interest, the SBTDC has provided funding for travel, computers, software, office supplies and access to data bases as well instructional assistance in classes, seminars, and workshops.

Anticipated Activities of the SBI

The co-directors of the small business sub-center were contacted by the regional director of the small business administration office to ascertain if the co-directors were interested in being funded as a Small Business Institute site. The co-directors will be obligated to teach a minimum of one class on the subject of small business. A major assignment for the small business class will be a case whereby students will consult with a small business client identified either by the SBA or obtained through a variety of local contacts. The students will submit their findings in business format according to the standards of the SBA. The class will be held at two sites: the campus and the Greensboro Business Center. Students will meet with the clients on a regular basis and the clients will agree to provide the students access to the information and the personal time of the entrepreneur needed to adequately prepare the report. Students will have access to organizations

involved in small business including the Greensboro Chamber of Commerce, the local chapter of SCORE and the Northern Piedmont Regional Office of the North Carolina SBTDC. This small business activity will be funded by the SBA.

North Carolina Marketing Education Completers Follow-up Study

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Running Head: North Carolina Follow-up

North Carolina Marketing Education Completers Follow-up Study

Abstract

The purpose of the study was to provide a comparative analysis of follow-up reports of Marketing Education Completers provided by the North Carolina Department of Public Instruction, Vocational Education Information Systems. The problem of the study was to determine the areas of significant differences among the question responses in the follow-up data reported by the 2,703 1989-90 completers compared to the 3,277 1984-85 completers.

Eight null hypotheses were tested to determine significant statistical differences in the data. The data analysis about the completers indicated that enrollment in community/technical colleges show a declining trend, they show a greater need for math skills and a greater need for general knowledge about a wide range of jobs and less about specific skills for the job. Completers are more focused on their careers and are showing greater satisfaction with their vocational experiences but less satisfaction with general education experiences. Completers reported declining satisfaction with vocational education usefulness in preparation for further education. Wages for male and female students continues to show a wide disparity. An awareness of statistically significant following data for curriculum development will be increasingly important as educators work toward integrating general and vocational curricula.

North Carolina Marketing Education Completers Follow-up Study

Introduction

Curriculum development for Marketing Education programs at the high school level is a continuing process so long as there is a difference between the current curriculum and actual job requirements. The primary objective of further curriculum development must be to narrow this difference. Not all Marketing Education curriculums are so designed, however. Some Marketing Education curriculum developers appear to be unaware of the difference, or unaware that the preparation for marketing jobs do not result in the kind of jobs for which their students were prepared. The examination of North Carolina state wide follow-up reports of Marketing Education high school completers of the 1989-90 and the 1984-85 school years, as they apply to curriculum development, will be the focus of this study.

The data analyzed in this study as reported by the completers are related to educational status, skills they needed for their jobs, reason for enrolling in the program, satisfaction with their vocational experience, satisfaction with education experiences other than vocational, work status is closely related to vocational program, usefulness in preparation for work and education, persons who most influenced involvement in work, and average hourly wages male and female.

Purpose of the Study

The purpose of the study was to provide a comparative analysis of follow-up reports provided by the North Carolina Department of Public Instruction, Vocational Education Information Systems. These reports of follow-up studies of the 1989-90 Marketing Education high school completers were compared statistically to responses of the 1984-85 completers on the same questions. This study will concentrate on an analysis of data reported by completers which shows statistical significance when compared and would also assist educators in their continuing efforts of curriculum development.

The Problem

The problem of this study was to determine the areas of significant differences among the question responses in the follow-up data reported by the 2,703 1989-90 completers compared to the 3,277 1984-85 completers. Therefore, eight null hypotheses were tested to determine if significant statistical differences existed. They were:

1. Main Education Status: A. Not in school, and B. Enrolled in a community/technical college.
2. What students wish they had learned about in High School: A. Skills as a requirement for work, B. General knowledge about a wide range of jobs, and C. Specific job skills.
3. Reason for Enrollment in a vocational program -

related to career.

4. Satisfaction with vocational experience.
5. Satisfaction with education experiences other than vocational.
6. Vocational Education usefulness in preparation for education.
7. Persons who most influenced involvement in work: A. Vocational Education Teacher, and B. Friend or Relative.
8. Completers average hourly wage, male and female.

Procedures of the Study

The method of data analysis involved the use of computer software appropriate for categories of data and for comparison of the two populations. The software utilized was "Explore Statistics". The subroutines of this program specifically used to interpret 1989-90 and 1984-85 data sets were analyze and twosam. The analysis of data presented descriptive statistics including the mean 1989-90 and 1984-85 responses. Other descriptive statistics of interest were the range of responses, the variance and standard deviation of responses. It should be noted that the standard deviation of responses in both time frames indicate the degree of variability of responses. Certain statistical inferences will be drawn in the conclusion section to underline the significant statistical differences of the two mentioned data sets.

Analysis of Data

Hypothesis 1-A: Main Education Status of Completers - Not in School

The null hypothesis performed, tested the ratio of the percent of completers not in school over total number of responses in the time period 1989-90 versus 1984-85 school year at the = .05 level of significance. The null hypothesis could not be rejected and therefore, the two mentioned ratios are not statistically significantly different. The statistical analysis indicates that the percentage of students who were not enrolled in schools as a ratio of the total number of responses did not change in the two time periods 1989-90 and 1984-85.

Test Statistics:

A One Tailed Testing Hypothesis is stated as:

H_0: $P_1 = P_2$

H_A: $P_1 > P_2$

, where $P_1 = .540$ and $P_2 = .490$
calculated test statistic $t = 0.316$
pooled proportions $P = .5150$

Hypothesis 1-B: The Main Education Statistics of Completers - Enrolled in Community/Technical College.

The null hypothesis performed, tested the ratio of the percentage of completers who were enrolled in a community/technical college over the number of responses in the time period 1989-90 versus 1984-85 school year. At the $\alpha = .05$ level of significance the null hypothesis was rejected and consequently the alternative hypothesis was accepted. The statistical analysis indicates that the 1984-85 completers

enrolled in community/technical colleges at a statistically greater rate than did the 1989-90 completers. Statistics reported on the number of completers not in school revealed no significant differences, however, statistics reported on the number of completers who were enrolled in a community/technical college indicated significant differences between the 1989-90 and 1984-85 school year. This indicates a declining trend of Marketing Education completers enrolling in community/technical college within the two time periods indicated.

Test Statistics:

Test of two means: Assuming equal population variances

Students' t = 4.237 with d.f. = 2

Test of two means: Assuming unequal population variances

Students' t = 4.237 with d.f. = 2 (d.f. = 1 using Welch's Behrens-Fisher Correction).

Pooled estimate of population variance

Estimated pooled variance = .0018152
Estimated pooled Std. Dev. = .0426057

Hypothesis 2-A: What Students Wish They Had Learned About in High School - Math Skills as a Requirement for Work.

The null hypothesis performed, tested the ratio of the percent of the completers who reported math skills as a requirement for work in the two reporting groups. A one tailed testing hypothesis at = .05 level of significance revealed statistical differences between the two ratios. However, significant statistical differences at the α = .01 level of

significance could not be confirmed.

The alternative hypothesis is accepted at = .05 level of significance which indicates that completers during the 1989-90 school year reported that more math skills are needed for their work than the 1984-85 completers.

Test Statistics:

Test of two means: Assuming equal population variances

Students' t = 1.851 with d.f. = 2 (d.f. = 1 using Welch's Behrens-Fisher Correction)

Test for equality of population variances (inverted ratio)

F = 10.796 with d.f. = 1 for numerator
d.f. = 1 for denominator

Pooled estimate of population variance

Estimated pooled variance = .002312
Estimated pooled Std. Dev. = .0480833

Hypothesis 2-B: What Students Wish They Had Learned About in High School - General Knowledge About a Wide Range of Jobs.

The null hypothesis performed, tested the ratio of the need to have general knowledge about a wide range of jobs as a percentage of completers in the two time periods. A one tailed testing hypothesis at = .05 level of significance revealed that the null hypothesis could be rejected. This implies the acceptance of alternative hypothesis at the same level of significance. The completers of the 1989-90 school year showed more of a need regarding general knowledge about a wide range of jobs than their 1984-85 counterparts.

Test Statistics:

Test for two means: Assuming equal population variances

Students' t = 1.914 with d.f. = 2

Test for two means: Assuming unequal population variances

Students' t = 1.914 with d.f. = 2 (d.f. = 1 using Welch's Behrens-Fisher Correction).

Test for equality of population variances

F = 5.290 with d.f. = 1 for numerator
d.f. = 1 for denominator

Estimated pooled variance = .002516
Estimated pooled Std. Dev. = .0501597

Hypothesis 2-C: What Students Wish They Had Learned in High School - Specific Job Skills.

The null hypothesis performed, tested the ratio of the need for specific job skills as a percentage of completers in the two time periods. A one tailed testing hypothesis at the $\alpha = .05$ level of significance revealed that the null hypothesis could be rejected. This implies that acceptance of the alternative hypothesis at the mentioned level of significance the completers of the 1984-85 school year indicated more need for specific job skills than that of the 1989-90 completers. The data shows a declining trend toward the perceived need for specific job skills training as reported by the completers.

Test Statistics:

Test of two means: Assuming equal population variances

Students' t = 7.578 with d.f. = 2

Test of two means: Assuming unequal population variances

Students' t = 7.578 with d.f. = 2 (d.f. = 1 using Welch's Behrens-Fisher Correction.)

Pooled estimate of population variance

Estimated pooled variance = .000596
Estimated pooled Std. Dev. = .0244131

Hypothesis 3: Reason for Enrollment in Vocational Program - Related to Career.

The null hypothesis performed, tested the ratio of the related to career reason for enrollment in vocational programs as a percent of completers in the two time periods. A one tailed testing hypothesis at the $\alpha = .05$ level of significance revealed that the null hypothesis could be rejected. This indicates that the alternative hypothesis is accepted at the mentioned level of significance. The completers of the 1989-90 school year indicated more significance was attached to the reason for enrollment in Marketing Education as being related to their career objective than the 1984-85 completers. This data indicates a trend that students are becoming more focused on their career objective.

Test Statistics:

Test of two means: Assuming equal population variance

Students' t = 3.159 with d.f. = 2

Test of two means: Assuming unequal population variances

Students' t = 3.159 with d.f. = 2 (d.f. = 1 using Welch's Behrens-Fisher Correction.)

Pooled estimate of population variance

Estimated pooled variance = .0053
Estimated pooled Std. Dev. = .0728011

Hypothesis 4: Satisfaction with Vocational Experience

The null hypothesis performed, tested the ratio of satisfaction with vocational experience as a percent of completers in the two time periods. A one tailed testing hypothesis at the α = .05 level of significance revealed that the null hypothesis could be rejected. This indicates that the alternative hypothesis is accepted at the mentioned level of significance. The completers of the 1989-90 school year indicated a greater satisfaction with their vocational experience than the 1984-85 completers. This data indicates that completers are reporting a trend of greater satisfaction with their vocational experience than what was reported in the past.

Test Statistics:

Test of two means: Assuming equal population variances

Students' t = 3.591 with d.f. = 2

Test of two means: Assuming unequal population variances

Students' t = 3.591 with d.f. = 2 (d.f. = 1 using Welch's Behrens-Fisher Correction).

Test for equality of population variances

F = 12.250 with d.f. = 1 for numerator
and d.f. = 1 for denominator

Pooled estimated variance = .005
Pooled estimated Std. Dev. = .7100

Hypothesis 5: Satisfaction Above Average Rating with Educational Experience Other Than Vocational

The null hypothesis performed, tested the ratio of satisfaction above average rating with educational experience as a

percent of completers in the two time periods. A one tailed testing hypothesis at the = .05 level of significance could not be rejected. However, significance at the = .01 level could be rejected. This implies a marginal acceptance of the alternative hypothesis of the α = .01 level of significance. The 1984-85 completers had a significantly higher satisfaction rate with educational experiences other than vocational than did the 1989-90 completers. The data shows a trend toward declining satisfaction with educational experience other than vocational.

Test Statistics:

First sample proportion: P_1 = .800

Second sample proportion: P_2 = .920

Calculated test statistics t = -1.094

Pooled proportion p = .8600

where 0 < P < 1.

Hypothesis 6: Vocational Education Above Average Usefulness in Preparation for Education.

The null hypothesis performed tested the ratio of the vocational education above average usefulness in preparation for education as a percentage of completers in the two time periods. A one tailed testing hypothesis at the α = .05 level and also at the = .01 level of significance revealed that the null hypothesis could be rejected. This indicates that the alternative hypothesis is accepted at the mentioned levels of significance. The completers of the 1984-85 school year indicated a higher level

of vocational education usefulness in preparation for education than did the 1989-90 completers. The data indicates a trend toward declining satisfaction with vocational education usefulness in preparation for education.

Test Statistics:

Test of two means: Assuming equal population variances

Students' t = 9.254 with d.f. = 2

Test of two means: Assuming unequal population variances

Students' t = 9.254 with d.f. = 2 (d.f. = 1 using Welch's Behrens-Fisher Correction.)

Pooled estimate of population variance = .002525

Estimated pooled Std. Dev. = .0502494

Hypothesis 7-A: Persons Who Most Influenced Involvement in Work - Vocational Education Teacher.

The null hypothesis performed, tested the ratio of persons who most influenced involvement in work - vocational education teacher as a percentage of completers in the two time periods. A one tailed testing hypothesis at the $\alpha = .05$ level of significance could not be rejected. However, significance at the $= .01$ level could be rejected. This implies that a marginal acceptance of the alternative hypothesis at the $\alpha = .01$ level of significance. The 1984-85 completers reported that Vocational Education teachers influenced their involvement in work at a marginally greater rate than the 1989-90 counterparts. The data indicates a trend toward a declining position of the vocational education teachers to influence involvement in work.

Test Statistics:

Test of two means: Assuming equal population variances

Students' t = -1.285 with d.f. = 2

Test of two means: Assuming unequal population variances

Students' t = -1.285 with d.f. = 2 (d.f. = 1 using Welch's Behrens-Fisher Correction.)

Pooled estimated population variance = .003229
Pooled estimated Std. Dev. = .0568243

Hypothesis 7-B: Persons Who Most Influenced Involvement in Work - Friend or Relative.

The null hypothesis performed, tested the ratio of persons who most influenced involvement in work - friend or relative as a percentage of completers in the two time periods. A one tailed testing hypothesis at the $\alpha = .05$ level of significance revealed that the null hypothesis could be rejected. This indicates that the alternative is accepted at the mentioned level of significance. The completers of the 1989-90 school year indicated a clear significant degree of influence by friends or relatives for their involvement in work over the 1984-85 completers. As previously reported the trend exists for teachers influencing students in work is declining while this date clearly indicates that friends or relatives influence of students is an increasing trend.

Test Statistics:

Test of two means: Assuming equal population variances

Students' t = 2.285 with d.f. = 2

Test of two means: Assuming unequal population variances

Students' t = 2.285 with d.f. = 2 (d.f. = 1 using Welch's Behrens-Fisher Correction.)

Pooled estimate of population variance
Estimated pooled variance = .003229
Estimated pooled Std. Dev. = .0568243

Hypothesis 8: Completers Average Hourly Wage, Male and Female

The statistical test of two means differences performed on male wages and female wages revealed that the null hypothesis which expressed wage mean wage equality was rejected at = .05 level of significance. This data indicates that male Marketing Education completers earn higher wages than female counterparts in the two mentioned period. The data also indicates that although salaries have risen over the years for both male and female completers, male completers continue to earn higher wages than their female counterparts.

Test Statistics:

Test of two means: Assuming equal population variances

Students' t = 3.364 with d.f. = 6

Test of two means: Assuming unequal population variances

Students' t = 3.364 with d.f. = 6 (d.f. = 5 using Welch's Behrens-Fisher Correction.)

Pooled estimate of population variance
Estimated pooled variance = .0718125
Estimated pooled Std. Dev. = .2679786

Conclusions and Recommendations

The areas of statistical differences among the question responses of the North Carolina Marketing Education follow-up data were identified statistically. Eight null hypotheses were tested to determine significant statistical differences in the data sets. Concerning the data of the 1989-90 compared to 1984-85 school year completers, the following conclusions and recommendations are suggested:

1. Completers main education status - not in school showed no significant differences between the two groups, however completers enrolled in community/technical colleges show a significant difference indicating a declining trend. A lower number of students responded that they were enrolled in community/technical college. Readers need to be aware of this phenomenon in North Carolina and further study is needed in other states to determine the seriousness of this trend. Also data needs to be gathered regarding reasons for students decline in community/technical college enrollment. If this trend continues Marketing Education must consider a more rigorous curriculum for entrance to four year universities.
2. Completers showed a greater need for more math skills, general knowledge about a wide range of jobs, and less need for specific skills for the job. This data has direct implications for curriculum changes. Completers said that

they need more math skills taught as part of the school program. They also want more information in the program about jobs available for career opportunities and less need for specific skills.

3. Completers are becoming more focused on their career as the reason for enrolling. This data shows that educators should recruit students who are interested in a marketing career objective. They should also adjust their curriculum to include the study of jobs available to completers in the various marketing areas.

4. Greater satisfaction with their vocational experience. This data indicates that Marketing Education teachers must already have a good curriculum and that only slight modifications might be necessary as indicated in the other aspects of this study.

5. Declining satisfaction with educational experience other than vocational. With this data knowledge, Marketing Education teacher/coordinators should play an active role in studying the general education curriculum as it affects completers. A school wide cooperative effort will be needed to develop the new General/Vocational Education curriculum needed for the future to meet the needs of college bound and non-college bound completers in a marketing career.

6. Declining satisfaction with vocational education usefulness in preparation for education. This data reinforces the data

of item 5 above in that new curriculum development is needed in a cooperative effort of General and Vocational instructors and administrators to provide opportunities for Marketing Education completers to continue their education.

7. Declining teacher influence and increasing trend that friends or family influences involvement in work. The data in this question shows that friends and family have an increasing influence on Marketing Education students as reported by the completers. Teacher/coordinators need to be made aware of this trend in North Carolina and make a greater effort to recruit students interested in Marketing occupations. More personal contacts with family members and follow-up of completers would have a positive effect on recruitment.

8. Male completers continue to earn higher wages than their female counterparts. The wages for women are lower and the discrepancy between male and females earnings continues to be wide. The gap between male and female wages of the 1984-85 and 1989-90 school year completers has not changed. With an awareness of this persisting problem perhaps teacher/coordinators could develop local awareness programs which would influence employers to meet the challenge of narrowing this disparity. Further study of this question is needed in other states to confirm this continuing trend.

Follow-up studies with statistical analysis of data is necessary for continuing curriculum development in order to insure high quality Marketing Education programs nationally. Other states should coordinate efforts with local universities to analyze follow-up data which have great influence on modern curriculum designs.

A Comparison of Perceived Benefits: State vs Chapter DECA OFFICERS

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Abstract

The objective of this study was to compare two research projects relating to perceived DECA officer benefits. The initial project was complete in 1989 with all state DECA officers used as the population. The second project was completed in 1990 and utilized Wisconsin DECA local chapter officers. Both studies attempted to identify and measure specific areas of personal and professional growth as experienced by officers of DECA. Respondents in both studies, more strongly than anticipated, agreed that they received benefits in the areas of leadership development, vocational understanding, social intelligence and civic consciousness. Officers said they would definitely run for DECA office again.

A Comparison of Perceived Benefits: State vs Chapter DECA Officers

Introduction

In 1989, the writer and Donald McNelly of the University of Tennessee-Knoxville conducted a research project to determine the perceived benefits of being a state DECA officer. In 1990, the same research project was conducted with chapter DECA officers in Wisconsin. This paper will selectively compare and contrast some of the more important findings of each project. The original research was published in the Marketing Educators' Journal and the 1989 National Research Conference Report on Marketing Education. The second study is unpublished at this time.

Purpose of the Study

The information for this study may be utilized by marketing education professionals to better understand the growth in personal and professional development each state/chapter officer may experience. The time and effort invested in preparing the officers may be justified by being able to refer to the specific findings of this project.

Objective

The objective of this study was to compare the findings of the two studies and validate the benefits received from being a DECA officer.

Background of the Two studies

Objectives

Major objectives of both studies were to determine perceived officer benefits in the areas of leadership development, vocational understanding, social intelligence and civic consciousness. Socio-demographic differences were also investigated to meet an additional objective of developing a state/chapter officer profile.

Instrumentation

The questionnaire from the original research project was also used for the second project. Some minor changes had to be made to accommodate the differences between the two DECA offices. The original questionnaire was subjected to two field tests with teacher-coordinators and students within and outside the University of Wisconsin-Stout.

Population

The population for the first study consisted of all state officers from the 54 state associations in the high school division of DECA. State officers vary in number from six to eight per state. The second study used the 101 Wisconsin high schools that have DECA chapters. Local chapter officers vary in number from three to eight per school.

Data Collection

Eight questionnaires were mailed to head state supervisors and Wisconsin chapter advisors. A total of 142 DECA officers from 36 states completed the initial questionnaire. In Wisconsin, 239 DECA chapter officers from 61 high schools responded.

Data Analysis

Both questionnaires were analyzed at the University of Wisconsin-Stout Computer Center. Simple and inferential statistics were used to analyze the data. The simple statistics were frequency counts, percentages, means and standard deviations. The inferential statistics included one way analysis of variance to ascertain significant statistical difference between the following: males and females, race, five categories for high school enrollment and five categories for community population. The Newman-Kuels Multiple Comparison Test was used to further analyze the means that were significantly different at the .05 level. The Cronbach Alpha formula was used to compute the internal consistency reliability coefficient estimate of the instrument. A reliability coefficient of .8053 was obtained.

Discussion

Officer Profile

Demographic data produced the following profile of a chapter DECA officer in Wisconsin: gender - female; age -17; race-white; grade point average-3.2; high school enrollment-501 to 1000; and population of home community-10,000 to 49,999. Only two categories were significantly different from the original state officer research. The majority of state officers came from schools with 1,501 - 2,000 enrollment while chapter officers were mostly from smaller schools with 501 - 1000 enrollment. State officers were 81 percent white, while chapter officers were 98 percent white. Thus, most state officers came from larger schools that have a larger number of non-white students elected to office.

Two additional questions provided different findings. When asked about previous office holder experiences, 87 percent of the state officers had held other offices, while only 50 percent of the chapter officers had prior

experience. Eighty-eight percent of the state officers went through a screening process, while only 13 percent of chapter officers were screened. State officers should be better prepared for their position while chapter officers are running for office with the approval of their teacher-coordinator.

Officer's Opinions

Twenty-five questions were utilized to determine perceived benefits of officers in the areas of leadership development, vocational understanding, social intelligence and civic consciousness. Every question showed consistent agreement between the state and chapter officers. The state officers, however, tended to agree much more strongly than the chapter officers. For example, when asked if they would run for office again, 98 percent of the state officers said yes, while 91 percent of chapter officers said yes.

Group Comparisons

No significant differences were found for any questions when male-female comparisons were calculated for state officers. Female chapter officers, however, agreed more strongly than males that they received benefits in the areas of team leadership, self-discipline, self-confidence and long range planning.

Non-white state officers, without exception, agreed more strongly than white officers that their term of office was beneficial. This was only true on one item for chapter officers.

Chapter officers from large schools (over 1500 enrollment) significantly agreed that they increased their interest in school, improved their social skills and became more civic minded. They also thought their grades suffered, were excessively absent from school, and limited family financial support restricts some students from participating in DECA

events. The chapter officers from large communities also agreed with the last three areas.

Conclusions

State and chapter DECA officers participating in these studies perceive their benefits in a strongly positive way. While this might be expected of the marketing education students, the degree of satisfaction was much higher than anticipated. Following are some specific conclusions about state and chapter DECA officers.

1. Chapter advisors have the greatest influence on encouraging students to run for DECA offices.
2. A small number of DECA officers (12%) may experience a drop in grades due to absences from school.
3. Limited family financial support restricts some students from participating in local, state and national DECA events.
4. Female, non-whites and chapter officers from large schools perceive stronger benefits from their office than their counterparts.
5. Holding DECA office enables marketing education students to experience strong growth in personal and professional development in a wide range of areas.
6. The vast majority of officers view their experience as a positive one and would run for office again.

In summary, the comparison of both studies verified the officer benefits of being involved in an integral, co-curricular vocational student organization - DECA. The perceived benefits are in the areas of leadership development, vocational understanding, social intelligence and civic consciousness. Being a DECA officer is a valuable and rewarding experience for marketing education students.

Academic Integration in Marketing Education: Status Indicators for Secondary Marketing Education Teachers

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Abstract

This descriptive study examined the status of secondary marketing education teachers in North Carolina with reference to academic integration and also set a direction for future research on this topic. Results show that teachers who spend the most time thinking about academic integration have more experience, and view academic integration as important to the quality of their programs. Those who view academic integration as "the most difficult" part of their teaching activities do not think about the issue as often, neither do they spend as much time preparing assignments. Overall, experience as a marketing education teacher seems to be the critical factor in placing a high priority on academic integration.

Academic Integration in Marketing Education: Status Indicators for Secondary Marketing Education Teachers

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Presented at
The Marketing Education
National Research Conference
April 5 - 7, 1991
Ft. Worth, Texas

Academic Integration in Marketing Education: Status Indicators for Secondary Marketing Education Teachers

Are marketing educators ready to integrate their programs with academic concepts? Because the current emphasis on this is high, it seemed timely to discover the thought that marketing education teachers give to academic integration in their preparatory activities. Future program accountability may involve "evidence" that marketing education teachers are linking academic and vocational content, suggesting that the status of the program on this topic needs to be determined.

The need for these relationships was reinforced by Bailey (1991). He observed that changing technologies and markets constantly alter the fundamental nature of work. This means that "Educational reform as it relates to work and competitiveness must focus on the interaction of the content and organization of work with the content of schooling" (p. 20).

The links that marketing educators are being asked to make between these disciplines is not a new concern. In 1974 and 1975 Sears conducted a study for the National Management Advisory Council (NMAC). The final report indicated that marketing education students did not have a significantly different view of "free enterprise" than other students. The number of economics courses the teachers had taken was offered as a partial explanation of this finding (NMAC, 1975).

The "Sears study" suggested early relationships between the

fundamental field of economics and the applied field of marketing. It also added to the belief that application is affected by the depth of understanding derived from the fundamental disciplines (Phenix, 1964). More recently, reasons to integrate knowledge shifted to the instructional processes used in schools. The 1990 Carl D. Perkins Act sought to improve students' academic performance and their problem solving skills. Concerns were amplified by student performance and perceptions about the economic competitiveness of the United States in the world community.

An element of the Perkins Act, "Tech-Prep," may cause marketing education to rethink the curriculum and to eliminate duplicate instructional effort. The two-plus-two design that accompanies the Tech-Prep model may focus high school preparation on certain basic concepts through an academic integration model, while advanced skills are taught at the post-secondary level (Erekson & Martinez, 1991; Scott, 1991). In some regions, a general high school program design may replace specific courses.

Dr. Charlie Williams, South Carolina's State School Superintendent, said that "improving communications, mathematics, science, and technical knowledge and competencies of high school students is the preparation needed for success in the emerging workplace" (Southern Region Education Board; SREB, 1990). To address these needs, the SREB has piloted academic integration models across the southeastern United States (SREB, 1991).

To date, no research on academic integration has been reported in marketing education. In related work, Grubb (1991) noted that

the most successful examples were developed at the local level, though he observed that a clear definition of "academic integration" did not exist. He suggests, though, that teacher involvement in the process is critical.

In teacher education, Zellner and Parish (1986) report that "preparing teachers who are knowledgeable in general education as well as vocational education" and "Interdisciplinary planning and programming" as critical issues across the nation. In a limited study, Fritz (1988) found that 77 secondary school vocational administrators and teachers in North Carolina recognize the importance of basic skills and reasoning ability.

Because contemporary educational concerns show that this issue has major implications for marketing education, it seems necessary to examine this issue. Thus, this study focused on the attention that secondary marketing education teachers give to the integration of academic concepts in their programs, and to the characteristics of those marketing educators who believe that academic integration is a difficult task.

Three questions were examined:

Question 1. Determine how much thought secondary marketing education teachers give to the relationships of their course content to other academic subjects.

Question 2. Determine the percent of preparation time that secondary marketing education teachers give to determining if they need to supplement their instruction with outside information.

Question 3. Identify the demographic profile of those who view the integration of knowledge from other disciplines as "the most difficult" aspect of preparing a lesson different from the rest of the teacher population.

Methods

Subjects

The subjects of this study were secondary marketing education teachers in North Carolina. Of 335 teachers across the state, 181 provided the data that was collected at a session of their 1989 summer workshop. Population demographics are in Appendix A.

Instrumentation and Procedures

The investigator developed the instrument used to collect the data. It asked secondary marketing education instructors to report their own experience and preparation. A copy is in Appendix B.

The original survey instrument was piloted in September, 1988, on a group of 21 secondary marketing education teachers in southeastern North Carolina. Content validity was established through the expert judgement of these teachers and input from faculty peers. Ary, Jacobs, and Razavieh (1972) believed that this type of validation process is appropriate where "the universe of content items is difficult to picture." Zikmund (1991) suggests that an exploratory approach in research is beneficial when the goal is to define the nature of the problem.

The results were tabulated and processed through the services of the University of Georgia Educational Research Services Laboratory. Descriptive statistics were used to analyze the data.

Results

Question 1. Determine how much thought secondary marketing education teachers give to the relationships of their course content to other academic subjects.

Table 1 shows that 43.6% of the teachers gave "High" to "Extremely High" thought to relationships between marketing education and the academic disciplines, while 40.6% were neutral and 15.1% give "Low" to "Extremely Low" attention to these links. Seventeen teachers did not respond to this item.

Insert Table 1 About Here

Teachers who indicated an "Extremely High" or "High" interest in the relationships between marketing education and academic subjects were not very different from the population as a whole. Table 2 shows that they had approximately one more year of marketing education teaching experience and spent about four fewer minutes preparing their lessons. They did, however, spend more time thinking about ways to integrate academic concepts into their instruction.

Insert Table 2 About Here

When extreme responses are used to examine preparation time, the most experienced teachers emerge as spending more time thinking about academic integration; 46% of this group reported having more than ten years teaching experience. The group which spends the least time has less experience. They also spend more time thinking about the content they teach, and preparing their lessons.

Insert Table 3 About Here

Question 2. Determine the percent of preparation time that secondary marketing education teachers give to determining if they need to supplement their instruction with outside information.

Table 4 shows a wide range of preferences with regard to the use of outside information to supplement the instructional process.

Insert Table 4 About Here

It reports that 29.1% of the population (51 out of 181) think about supplementing instruction with outside sources 15% or less of the time, and 25.1% do this between 50 and 75% of the time.

Table 5 depicts this information for the extreme groups in this population. It shows that those who attempt to determine if they need outside supplements have more marketing education teaching experience, spent less time thinking about the content component of a lesson, and use slightly less time preparing a typical lesson.

Insert Table 5 About Here

Question 3. Identify the demographic profile of those who view the integration of knowledge from other disciplines as "the most difficult" aspect of preparing a lesson different from the rest of the teacher population?

Table 6 identifies the aspects of instruction that marketing education teachers consider to be the "most difficult" for them. Of this group, 14% indicate that "integrating with other disciplines" is most difficult, while the largest category, "methods -- selecting and implementation" was accounted for by 24%, while evaluation and testing was noted by another 18%; 12% said that content identification posed the biggest problem for them.

Insert Table 6 About Here

Table 7 contains selected demographic characteristics for those who viewed "Integrating with other Disciplines" as the "most difficult aspect of preparing a lesson." Their mean years of teaching experience in marketing education was slightly higher than the mean for the population (Sample X = 8.96; Population X = 8.20), and mean preparation time was somewhat lower (43.5 minutes) than that reported by the rest of the population (52.3 minutes). The median preparation time was also lower (30.0 minutes, compared to 45.0). There was a clear difference in the amount of thought they gave to academic integration (Extremely High to High: Sample = 29.4; Population = 43.6).

Insert Table 7 About Here

An examination of courses completed in selected few fundamental disciplines that reinforce marketing education is shown on Table 8. It indicates that those who had the most difficulty

with academic integration have slightly less course work in several fundamental disciplines.

Insert Table 8 About Here

Discussion

Are marketing education teachers ready to think about ways to integrate academic content into their lessons? For some, the answer is "yes." The findings reported in this paper indicate that academic integration is on the minds of the most experienced marketing education teachers: They spend more preparation time thinking about ways to integrate academic information into their teaching than do less experienced teachers. These teachers complement the "mind-set" that Grubb (1991) attributes to successful academic integration models.

Experience seems important to valuing the relationships that marketing education has to academic fields, and to spending time trying to integrate supplemental information into the program. Those who spend "the least amount of time thinking about academic integration" have slightly less marketing education teaching experience than the others. They also spend more time preparing their lessons and thinking about course content.

Those who view academic integration as "the most difficult" element in their instructional planning have course-work in fundamental disciplines that, like the other teachers, may not go beyond a survey or introduction to the discipline or subject. This

could lead, as in the Sears study (NMAC, 1975) to a belief that the depth of preparation may affect the ability to "see" relationships between marketing and certain academic disciplines.

The limitations that surfaced in this study include: (1) the need for additional information about the role that experience plays in attitudes toward academic integration and (2), how marketing education teachers actually work on a day-to-day basis with academic teachers. Future research can address these issues.

In summary, this study undertook to determine if marketing education teachers are ready to integrate academic content into their courses. The findings of this survey suggest that some are already doing it, but that others need to place this issue higher on their instructional agendas.

Recommendations

Based on this study, it is recommended that additional research be undertaken to achieve the following objectives:

1. Determine how marketing educators can work with academic instructors in enhance the academic integration of related courses into marketing education.
2. Identify the pre-service factors that marketing teacher educators can use to help prospective teachers value the integration of academic content into marketing education programs.
3. Determine the occupationally significant academic content that should be the primary focus of academic integration in marketing education.

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Appendix A

Population Demographics

Total Population: N = 181

Teaching Experience in Marketing Education:

X = 8.2
Median = 6
Mode = 3

Sex: Female = 105 (58.3%)
Male = 75 (41.7%)

Undergraduate Major:	Marketing Education	37	(21.4%)
	Business Education	49	(28.3%)
	Business Administration	46	(26.6%)
	Home Economics	13	(7.5%)
	Sociology/Psychology	11	(6.3%)
	Other	17	(9.8%)
	No Response	8	

Certified in Marketing Education:	Yes	162	(90.5%)
	No	17	(9.5%)
	No Response	2	

Highest Earned Degree:	Bachelors	119	(66.5%)
	Masters	51	(28.5%)
	Specialists	6	(3.4%)
	Doctorate	2	(1.1%)
	Other	1	(.6%)
	No Response	2	

Appendix B

Summer Conference, 1989
Raleigh, NC

We Need YOUR Help!!

Appendix B

There are several important issues facing our profession. To prepare for the future, we need information that can be used to guide decision makers. Please take time to answer each of the following. Record your first answer and move along quickly. If you have a question, please raise your hand and help will be given. (The Numbers in Brackets at each question are Computer Scoring Identifiers)

How many years have you taught Marketing Education?____ (1a) Sex:____ (1b) Undergrad. Major:_____ (1c)

Are you fully certified to teach Marketing Education? (Check ONE) __Yes __ No Type of Certificate:_____ (2 - 3)

Highest earned degree? _ Bachelors _ Masters _ Sixth Year _ Doctorate _ Other: Specify:_____ (4)

****

There are no "right or wrong" answers to the following -- just your answers. Consequently, we would appreciate your candid answers to these items. Please do not skip or omit any items. Complete responses will be very important to the mission of this project. Thus, in advance, "Thanks" for cooperating with us.

1. How familiar are you with the following theories and concepts? Could you implement them in your teaching activities RIGHT NOW?: (Check the appropriate Column for All Six items)

YES	NO		YES	NO	
___	___	Task Analysis (5)	___	___	Piaget's Theory (8)
___	___	Cognitive/Learning Styles (6)	___	___	Performance Based Instruction (9)
___	___	Bloom's Taxonomy (7)	___	___	Socratic Method (10)

2. If you had to choose a theory or concept to use to enhance your students "Reasoning" and "Problem Solving" skills, which would you choose and why? Theory or Concept:_____ (11)
Why ---- Please Explain? (12)

3. What percent of your students do you believe are able to reason in Formal and Abstract Terms? (Use systematic steps to solve problems, use several variables at the same time, or generalize principles to different situations? _____ (13)
Why ---- Please Explain? (14)

4. When preparing grades, which system do you use? (Check The ONE USED MOST often) (15)
__ Bell Distribution __ Percent Distribution (Similar to this -- 90 - 100% = A; 80 - 90% = B, etc.)
__ Criterion Reference Measures __ Student Learning Capacity __ Other: Please List:_____

5. When do you prepare exams: (Check ONE) (16)
___ AFTER teaching the concepts
___ BEFORE teaching the concepts

6. If you were going to use only 10 items to evaluate students' progress at the end of a grading period, such as six or nine weeks, how many items would come from each of the following -- The total should be 10:
__ Multiple Choice __ True or False __ Essay Items __ Short Discussion __ Demonstrations
__ Presentations __ Socratic Questions ___ Individual Conferences (17 - 24)

7. On the line next to each of the following, please list the total number of courses you have completed for each category, including introductory courses:
__ World History ___ American History ___ Sociology __ Psychology
__ Political Science/Government ___ Anthropology (25 - 30)

8. When teaching a concept, such as Free Enterprise, would you see any need to include concepts found in other disciplines outside Marketing into your presentation? (Check the ONE Answer you Agree With the Most) (31)
__ No -- Its a business subject that stands on its own in the Marketing curriculum -- Doesn't need support
__ Some Business Education concepts might be most useful because they are closely related to Marketing
__ Information from History and Social Studies could provide a foundation for these concepts
Why did you choose the answer you selected? (32)

9. When using a textbook or curriculum guide, which percent of the time do you attempt to determine if the material needs to be supplemented with outside information? (Check ONE) (33)
__ None/Never __ Less Than 15% __ 15 - 30%
__ 30 - 50% __ 50 - 75% __ Over 75%

BEST COPY AVAILABLE

10. To improve students' "Reasoning" and "Problem Solving" skills, which do you feel would be the single and most important factor that would need to be addressed: (Check Only ONE) (34)

___ Testing Methods ___ Grading Methods ___ Student Motivation ___ Integrating Curricula
___ Career Objectives ___ Teaching Methods ___ Teacher Preparation ___ Other: Please List _____
Please Explain ------

11. Pressure related to "Reasoning" and "Problem Solving" skills has increased. Among the following, please check put a "1" next to the item that MOST contributes to this issue, then continue through number "5", with it having the lesst value -- Place a "0" next to items you feel are unrelated to this issue: (35-39)

___ Teacher Reform Movement ___ American Competitiveness ___ New Job Skill Requirements
___ Students' Environment (Homes, Peers, etc.) ___ Emerging Technologies

12. On the scale below, check the point where you should be located (Place Mark Like This ¦----X----¦-----¦) (40)

Practical & Application Oriented ¦--------¦--------¦--------¦--------¦ Theory & Concept Oriented
Extremely Neutral Extremely

13. With Reference to Your Preferred WORKING Situation, on the scale below, check the point where you should be located (Place Mark Like This ¦----X----¦) (41)

Prefer to Work With Other People ¦--------¦--------¦--------¦--------¦ Prefer To Work Individually
Extremely Neutral Extremely

14. With reference to your preferred course content -- that which you most like to teach, on the scale below, check the point where you should be located (Place Mark Like This ¦----X----¦-----¦) (42)

Social (People Centered) Information ¦--------¦--------¦--------¦--------¦ Abstract Concepts & Theory
Extremely Neutral Extremely

15. Aside from the actual source of a lesson (book, activity packet, curriculum guide), on average, how many additional sources of information do you consult in the preparation of a lesson? (List an AVERAGE number) _____ (43) What is the Normal type of information used (periodicals, books, filmstrips, etc.) -- Be as specific as possible -- (44)

16. When developing a lesson, what percentage of your time do you devote to each of the following (Use Percentages to develop your answer -- Total Should be 100%) -- Please Respond to EACH Category: (45 - 49)

___ Identification of Content to be covered -- The actual information to be taught
___ Audio-visual supplements to be used -- Overheads, filmstrips, films, etc.
___ The Method to be used -- Lecture, Discussion, Simulation, Demonstration, etc.)
___ Evaluation Methods to be used for testing levels of attainment -- tests, performance measures, etc.
___ Ways to Integrate knowledge from other disciplines

17. On average, how many minutes to you actually spend thinking about and preparing a day's lesson for a single class: (Please Record Your Answer in MINUTES) _____ MINUTES (50)

18. In your opinion, what is the EASIEST aspect of preparing a lesson: (Refer to Question 16 for ideas)
_____ (51); Please Explain (52)

19. In your opinion, what is the MOST DIFFICULT aspect of preparing a lesson: (Refer to # 16 for ideas)
_____ (53); Please Explain (54)

20. As you prepare a lesson, how much thought do you give to each of the following (Use the scale to record your answers) (55 - 58)

	Extremely	Neutral	Extremely
Impact it would have on Student Behavior:	High ¦--------¦--------¦--------¦--------¦		LOW
Degree of Mental Difficulty for Students:	High ¦--------¦--------¦--------¦--------¦		LOW
Relationships to Other Academic Subjects:	High ¦--------¦--------¦--------¦--------¦		LOW
Relationship to the Marketing Concept:	High ¦--------¦--------¦--------¦--------¦		LOW

21. What percentage of your students do you feel have the level of "vocational maturity" that is necessary to legitimately "profit" from instruction in Marketing Education? _____% (59)

What would be needed for the remaining students to achieve the level of "vocational maturity" needed to "profit" from instruction in Marketing Education? Please be Specific (60)

THANK YOU FOR YOUR HELP! RESULTS WILL BE REPORTED

Table 1

Thought Relating Marketing Education to Academic Subjects

How Much Thought to You Give to the Relationship of Marketing Education to Academic Subjects?

Concept	n	%
Extremely High	19	11.5
High	53	32.1
Neutral	67	40.6
Low	21	12.7
Extremely Low	4	2.4
No Response	17	
Totals	181	100%

Table 2

Preparation Time Used to Think About Academic Integration

What Percent of Your Preparation Time do you use to Think about ways to Integrate Knowledge from Other Fields?

Characteristic	"Extreme/High"	Others
Sex: Male	33 (46.5%)	42 (41.7%)
Female	39 (53.5%)	66 (58.3%)
ME Teaching Experience (In Years):		
Mean	9.08	7.98
Median	7.0	6.0
% of Prep Time on Academic Integration:		
Mean	17.0%	12.2%
Median	10%	10%
Preparation Time (In Minutes):		
Mean	47.77	51.97
Median	45.0	45.0
Total n	72	181

Table 3

Extreme Response Characteristics:
Preparation Time Used to Think About Academic Integration

What Percent of Your Preparation Time do you use to Think about ways to Integrate Knowledge from Other Fields?

Characteristic		10% or Less	20% or More
Sex:	Male	41 (40.6%)	20 (48.8%)
	Female	60 (59.4%)	21 (51.2%)
ME Teaching Experience (In Years):			
	Mean	7.48	10.12
	Median	5	12
	% Over 10 Years	30%	46%
% of Prep Time Thinking About Content:			
	Mean	35.8%	22.9%
	Median	30%	20%
Preparation Time (In Minutes):			
	Mean	53	44
	Mean	45	50

Table 4

Supplementing Instruction With Outside Sources

When using a textbook or curriculum guide, what percent of the time do you attempt to determine if you need outside information to supplement the material?

Frequency	n	%
None/Never	9	(5.1)
Less than 15%	42	(24.0)
15 - 30%	31	(17.7)
30 - 50%	49	(28.0)
50 - 75%	44	(25.1)
Over 75%	0	(0.0)
No Response	6	
N =	181	

Table 5

Characteristics by Extreme Responses:
Supplementing Instruction With Outside Sources

Characteristic		15% or Less	50 - 75%
Sex:	Male	21 (40.6%)	20 (48.8%)
	Female	30 (59.4%)	24 (51.2%)
	N =	51	44
ME Teaching Experience (In Years):			
	Mean	7.48	10.12
	Median	5	12
	% Over 10 Years	30%	46%
% of Prep Time Thinking About Content:			
	Mean	35.8%	22.9%
	Median	30%	20%
Preparation Time (In Minutes):			
	Mean	53	44
	Mean	45	50

Table 6

Lesson Preparation Problems

"In your opinion, what is the MOST DIFFICULT aspect of preparing a lesson?"

Concept	n	%
Methods -- Selecting & Implementation	43	24%
Evaluation/Testing	33	18
Integrating with other Disciplines	26	14
Selecting Supplements/Audio-Visuals	22	12
Identify Content/Material to be Covered	21	12
Student Motivation	9	5
Being Creative	2	1
No Response	25	14
Totals	181	100%

Table 7

Perception of Difficulty Toward Integrating Knowledge

"How Easy/Difficult do you feel it is to integrate knowledge from other disciplines into ME?"

Characteristic	The Most Difficult Task	The Population
Sex:		
Male:	12 (50.0%)	75 (41.7%)
Female:	12 (50.0%)	105 (58.3%)
	24	180
ME Teaching Experience (In Years):		
Mean	8.96	8.20
Median	5	6
Thought During Preparation Time Given to Academic Integration:		
Extremely High	1 (4.2%)	19 (11.5%)
High	6 (25.0%)	53 (32.1%)
Neutral	13 (54.2%)	67 (40.6%)
Low	4 (16.7%)	21 (12.7%)
Extremely Low	0 (0.0%)	4 (2.4%)
No Response	0	17
Average Preparation Time (In Minutes):		
Mean	43.5	49.6
Median	30.0	45.0

Table 8

Course-work in Fundamental Disciplines

Course	The Most Difficult Task	The Population
World History	1.38 (24)	1.69 (137)
American History	1.38 (24)	1.86 (130)
Sociology	1.67 (24)	3.60 (137)
Psychology	2.19 (24)	2.56 (146)
Political Science	1.05 (24)	1.76 (115)
Anthropology	.14 (24)	.64 (55)